

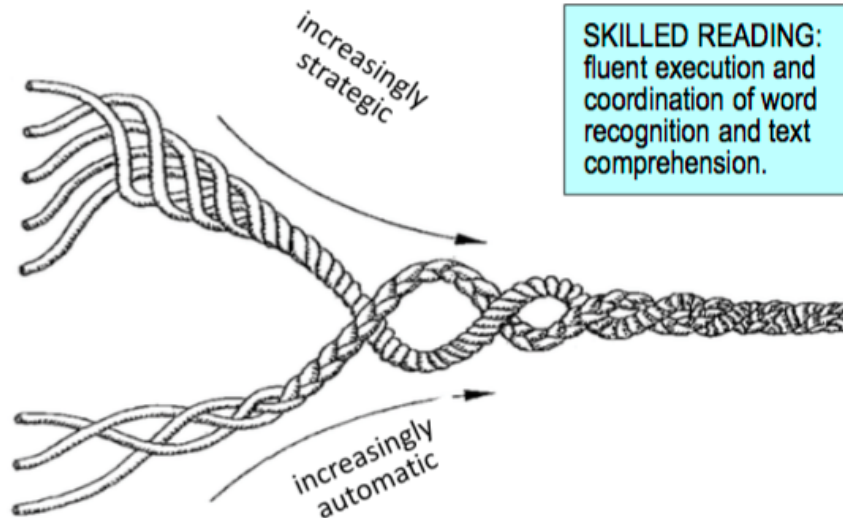
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

Shortcuts

Affixes?

Compound?

Ends in E?

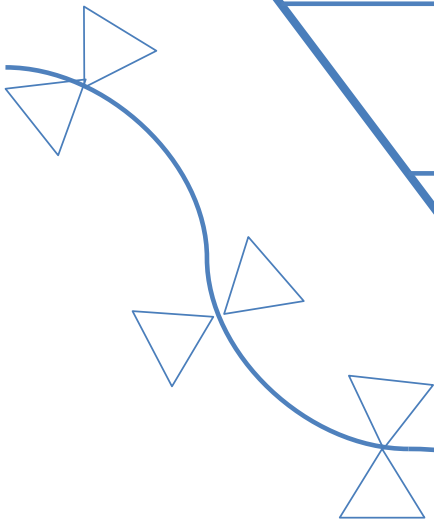
VCCCV

VCCV

VCV

VV

CODE



Word Splash

Jay	nail	failed
brain	pain	laying
drain	lay	dismay
Gail	day	explained
wait	aid	(said)

Possible teacher/tutor prompts (not intended to be ALL used in one lesson):

1. Highlight all the ai digraphs yellow
2. Highlight all the ay digraphs pink
3. Underline three consonant blends
4. Box two words that rhyme
5. Find two words with uppercase letters. What does that uppercase letter tell us?
6. Bracket suffixes
7. Bracket ONE prefix. Connect the meaning of that suffix to the word as a whole.
8. Read the words out loud.
9. Can you make the words wait/pain/nail/drain into more than one part of speech? (a verb and a noun?)
10. These words are all part of a story called *Brain Drain*. Based on these words and the title, what do you predict the story will be about?

Alternate format to consider: put words on cards and tack up on board. Students take turns using a flyswatter to swat and read a word that matches your prompt. Bonus to this: you have words to add to your review deck.

Word Splash

cry	try	sly
baby	empty	lucky
fly	shy	why
family	silly	dry
sky	tummy	sleepy

Possible teacher/tutor prompts (not intended to be ALL used in one lesson):

1. Highlight all the vowels in yellow
2. How many vowels are in words where y says /ī/?
3. Circle all the words where y says /ī/.
4. How many vowels are in words where y says /ē/?
5. Box all the words where y says /ī/.
6. Highlight all digraphs in pink
7. Highlight consonant blends in orange
8. Highlight two words that rhyme
9. Read the words out loud.
10. Can you make the words fly/cry/try/shy/baby into more than one part of speech?
11. Y is acting as a suffix in two of these words. Remember that after we remove a suffix, we are left with a complete base word. Bracket off the suffix and underline the two words with suffix y at the end.
12. These words are all part of a riddle matching game called *Cry Baby Y*. Based on these words and the title, what do you predict we will be doing?

Alternate format to consider: put words on cards and tack up on board. Students take turns using a flyswatter to swat and read a word that matches your prompt. Bonus to this: you have words to add to your review deck.

From PS: Prefixes, Suffixes, Roots (Resource of Lists, Phrases, Sentences, Poems, and Stories),
created by Diane Hickey Gold, Elaine Russo, Linda Wallace, Judy Shapiro

My Mom Mistrusts Our Computer

My mom mistrusts our computer.
It misbehaves all the time.
It irks us with misinformation.
And it often kicks us off line.

I'll admit that it does have its missteps.
My work is sometimes a wreck.
My term papers are peppered with misprints
Even though I've used the spell check.

I don't know why the computer mistreats us.
It's updated and virus-free.
I'm certain I've never mishandled it.
And still it misrepresents me.

Mom wishes it would have a mishap,
Like being misplaced in a pile of junk.
I hope it can stop these misdemeanors.
It really puts me in a funk.

Word/Phrase Splash

mistrusts

peppered

misrepresents

misbehaves

misprints

mishap

misinformation

mistreats

misplaced

off line

virus

misdemeanors

missteps

mishandled

in a funk

Possible teacher/tutor prompts (not intended to be ALL used in one lesson):

1. Bracket off all the prefixes. (some words have more than one!)
2. Bracket off all the suffixes.
3. Look at the word mis]hap. If you hadn't chopped off that suffix, can you see how the "s" and the "h" could have looked like a digraph? This is why we must respect affixes FIRST before using phonology.
4. Bracket off all the suffixes.
5. What special treatment did the words "mishandled" and "misplaced" have given to them before their suffixes were added? What rule is that?
6. Read the words out loud.
7. What does it mean to be "off line"? Is this literal or figurative language? How so?
8. What do you think "peppered" means? Why do you think that?
9. What is a virus? Can it mean more than one thing?
10. What does it mean to be "in a funk"?
11. These words are all in a poem titled "My Mom Mistrusts Our Computer." What do you predict about that poem?

Alternate format to consider: put words on cards and tack up on board. Students take turns using a flyswatter to swat and read a word that matches your prompt. Bonus to this: you have words to add to your review deck.

Ducks on the Pond

Word Splash

pond

marched

quack

raft

huge

croak

splashed

army

so long

kicked

shocked

jumped

flock

sunny

swim

Possible teacher/tutor prompts (not intended to be ALL used in one lesson):

1. Bracket off all the suffixes. Highlight the base words.
2. Is the y a suffix in the word "sunny"? Why or why not? Why are there two n's in that word?
3. Is the y a suffix in the word "army"? Why or why not?
4. Why is there a -ck in the middle of the word "shocked"? Doesn't -ck only go at the end of a word?
5. Scoop all the consonant blends. Read those words out loud.
6. Box all the digraphs. Read those words out loud.
7. Underline two bossy r's. Is the r in the word "croak" bossy? Why?
8. How many jobs is the e doing in the word "huge"? Explain.
9. What does "so long" mean? How else might you say that?
10. What is a pond? How is it like an ocean? A river? A lake?
11. What is a flock? How many and what type of animal would make up a flock?
12. Can you name a group of another kind of animal?
13. Can you come up with more than one meaning for "flock"? How about "croak"?
14. These words are all part of a story called *Ducks on a Pond*. Based on these words and the title, what do you predict will happen in this story?