

Scarborough's Reading Rope (2001): Definitions

Word Recognition: Phonological Awareness

The awareness of sounds of words in learning to read and spell. Words can be broken apart as syllables, onsets and rimes, and phonemes.

Syllables: A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. Ex: /boʊk/

Onset: The initial consonant or consonant cluster of a syllable, preceding the vowel. Ex: /b/ in 'book'

Nucleus: Typically the vowel sound in a syllable; it is considered the core of the syllable.

Coda: The final consonant or consonant cluster of a syllable that follows the nucleus.

Rime: The vowel sound and any following consonant sounds in a syllable following the initial consonant(s). The part of a word that rhymes. Ex: /oʊk/ in 'book'

Phonemes: Any of the perceptually distinct units of sound in a specified language that distinguish one word from another. Ex: /b/ and /oʊ/ and /k/

Word Recognition: Decoding

The application of one or some strategies to identify a printed word and its meaning. The ability to translate print into speech and speech into print through knowledge of the logic of the written symbol system (including letter-sound relationships and patterns in alphabetic orthographies, the alphabetic principle (a letter or letters represent a sound), phonics (word study), syllable structure, morphology, and etymology. It also includes the principal stating that spelling reinforces reading more than reading reinforces spelling.

The Written Symbol System

Alphabetic Orthographies: Writing systems that use symbols (letters) to represent individual speech sounds (phonemes), both consonants and vowels.

Alphabetic Principle: The understanding that there is a systematic relationship between the letters of written language and the sounds of spoken language.

Phonics: The ability to match, identify, or share English sounds to represent letters or groups of letters from the alphabetic written system.

Syllable Structure: The internal organization of a syllable broken into parts.

Morphology: The study of the forms of words.

Etymology: The study of the origin of words and the way in which their meanings have changed throughout history.

Word Recognition: Sight Recognition

The ability to recognize familiar words on sight. These include any word whose pronunciation, spelling, and meaning are linked in long-term memory such that it is recognized automatically, effortlessly, and unconsciously when seen in print.

Language Comprehension: Background Knowledge

The bank of knowledge a person/animal possesses based on life experiences and previous learning. This knowledge is stored in memory and acquired over time.

Language Comprehension: Vocabulary

A language user's knowledge of words.

Language Comprehension: Verbal Reasoning

The ability to put learning into words, to explain answers to the teacher's questions, to infer, conceptualize and frame thoughts in words. Verbal reasoning is the connecting of ideas, comparing and contrasting ideas, combining ideas, and the ability to verbalize thinking about texts read/listened to.

Language Comprehension: Literacy Knowledge

The understanding that organizational differences and purposes exist among different text formats. For example, an essay has a different structure and purpose than a poem. Literacy knowledge includes familiarity with the different expository (non-fiction) text structures that authors use to organize information - these include description, sequence, compare, cause and effect, problem/solution, as well as the use and purpose of headings, captions, and other organizational features.

Language Comprehension: Language Structures

The understanding of how sentences are formed and how they convey meaning, which is critical to our ability to comprehend while we read. Language structures include written syntax, sentence structure, and text structure.

Written Syntax: The arrangement of written words and phrases in a specific order, shaping meaning and impact of the text.

Sentence Structure: The order of all of the parts in a sentence. The four types of sentences are: Simple, Compound, Complex, and Compound - Complex.

Text Structure: The structure and organization of the text. Common text structures include: **Description, Sequence / Chronological Order, Cause and Effect, Problem and Solution, Compare and Contrast**

Name:

Date:

Topic / Title:

Language Comprehension

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Word Recognition

Phonological Awareness

Decoding

Sight Recognition

Scarborough's Reading Rope

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Scarborough, 2001

Lesson Targets and Materials:

Teaching Procedures:

| | |
|----|--|
| BK | |
| V | |
| LS | |
| VR | |
| LK | |
| PA | |
| D | |
| SR | |

Evaluation / Assessment:

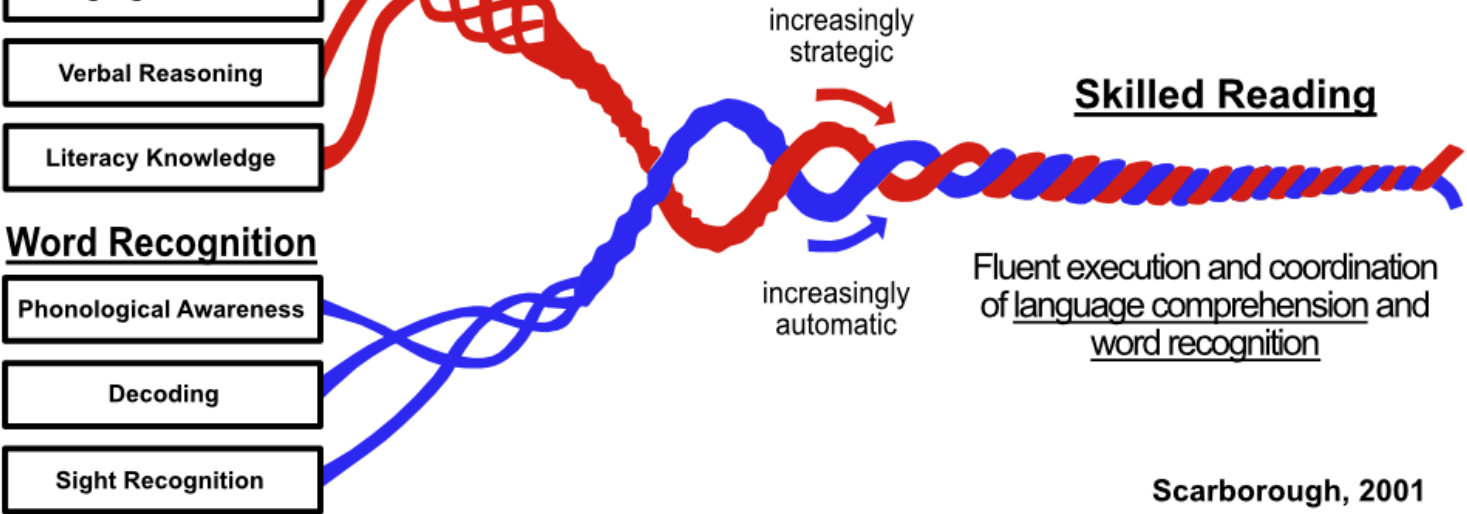
Language Comprehension

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

Word Recognition

- Phonological Awareness
- Decoding
- Sight Recognition

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