



SCARBOROUGH'S ROPE AND READING RECOVERY

Scarborough's Reading Rope model illustrates the complexity and interconnectedness of skills needed to become a proficient reader. In Reading Recovery, students are engaged in all of these skills while learning to read and write continuous texts.

LANGUAGE KNOWLEDGE

BACKGROUND KNOWLEDGE

VOCABULARY

LANGUAGE STRUCTURES

VERBAL REASONING

LITERACY KNOWLEDGE

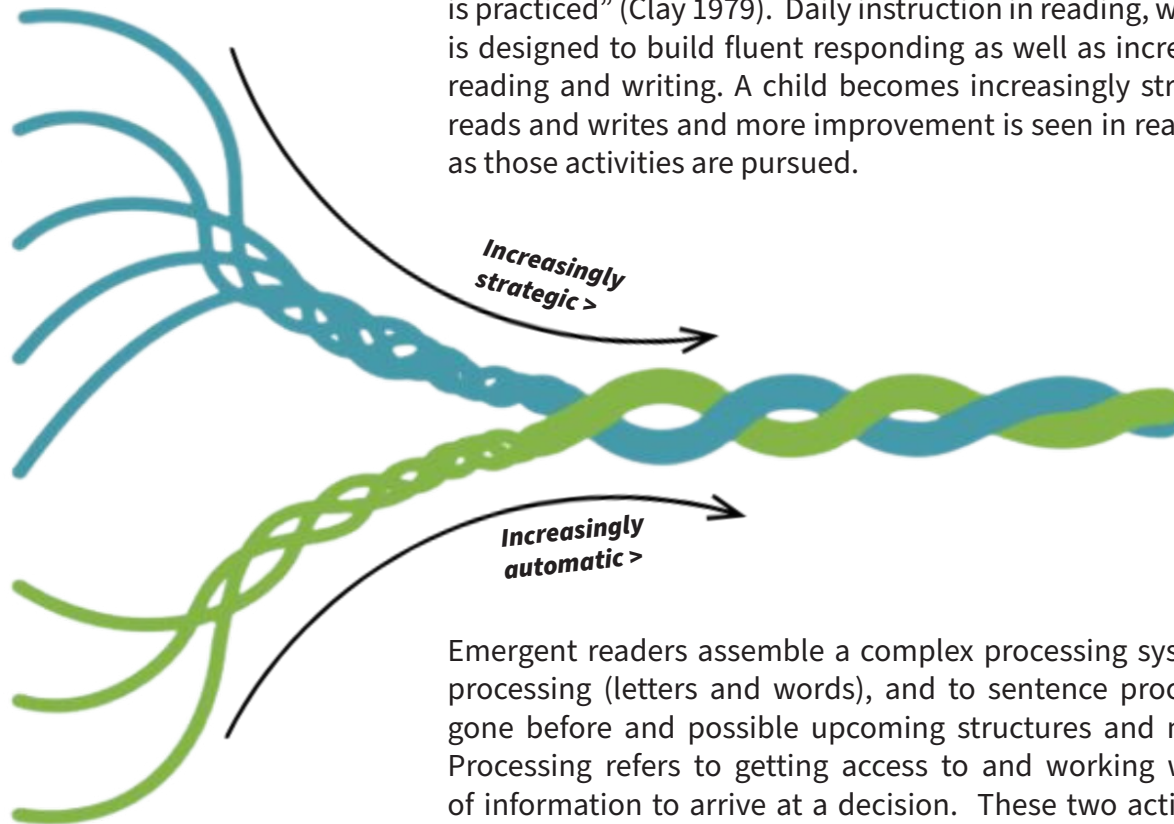
WORD RECOGNITION

PHONOLOGICAL AWARENESS

DECODING

SIGHT RECOGNITION

* MULTI-SENSORY APPROACHES



Marie Clay's definition of complex literacy processing is "Reading is a message getting, problem-solving activity, which increases in power and flexibility the more it is practiced" (Clay 1979). Daily instruction in reading, writing, and word recognition is designed to build fluent responding as well as increasingly strategic and fluent reading and writing. A child becomes increasingly strategic and automatic as he reads and writes and more improvement is seen in reading and writing processing as those activities are pursued.

SKILLED READING
FLUENT EXECUTION AND
COORDINATION OF
LANGUAGE COMPREHENSION
AND WORD RECOGNITION

Emergent readers assemble a complex processing system which attends to word processing (letters and words), and to sentence processing (including what has gone before and possible upcoming structures and meanings at several levels). Processing refers to getting access to and working with several different types of information to arrive at a decision. These two activities, word processing and sentence processing, represent the executive functioning that allows the reader to become self-regulated and independent.

LANGUAGE KNOWLEDGE

BACKGROUND KNOWLEDGE

Texts are individually matched to take advantage of individual children's background knowledge and expand it. At the beginning of each new book, children engage in a book introduction that provides background knowledge of unknown concepts and discussion of multi-meaning words if needed. Children develop extensive background knowledge to a great variety of fiction and nonfiction texts.

VOCABULARY

Children read a variety of books (5-6 each day) that provide an opportunity to learn new vocabulary that may be used in discussion about the book and the writing of a daily story. Re-reading books once or twice helps to solidify vocabulary learning.

LANGUAGE STRUCTURES

During the book introduction the teacher focuses on language structures that may be more literary and not yet under the control by the student, especially if the student is a language learner. The student will be asked to repeat the unknown language structures to the teacher during the book introduction before the reading begins. The reader is taught to notice, use, and internalize syntactic structures of the text and use them in discussion and writing. Through a carefully selected gradient of text difficulty, readers engage in processing increasingly more complex text.

VERBAL REASONING

Very quickly, students move into books that offer more literary formats like fairy tales, fables, and expository text. These texts offer opportunities to learn about cause/effect, compare/contrast, inferences, metaphors, etc.

LITERACY KNOWLEDGE

Children come to the reading task with large individual differences in what they know about how print works. An observing teacher learns what a child knows and is able to provide instruction for the child to learn foundational literacy concepts: the front of a book, that print tells the story, that letters and clusters of letters are called words. There are first and last letters in words, that you can choose upper and lower case letters, spaces are there for a reason, and that different punctuation marks signal meanings, etc.

WORD RECOGNITION

PHONOLOGICAL AWARENESS

In Reading Recovery, instruction is designed to help a child hear and think about the order of sounds in spoken words. During the writing portion of each lesson the child is required to pay close attention to the words he has chosen to write, to hear the sounds in those words, and to write down letters in the sequence that will represent those sounds. The instruction begins with practice hearing only sounds (no letters are used) and transitions to hearing and recording sounds with the support of Elkonin Boxes. When the child can hear most of the sounds in order, a final transition is made and the teacher draws a box for every letter. The prompting changes from 'what can you hear' to 'what letters can you expect to see'. Only accurately spelled words are written in the child's writing book to be re-read several times.

DECODING

Phonics instruction in Reading Recovery is comprehensive, systematic, sequential, and explicit. In a Reading Recovery lesson, phonics is taught in a variety of ways: analytically, synthetically, and in isolation in order to meet the needs of every student. The Reading Recovery lesson is designed to work with what the eyes recognize in visual forms (letters) and in visual patterns (clusters and words). Instruction with letters and words takes place in isolation during the word work part of the lesson and in continuous text during the daily reading and writing sections of the lesson. Phonics instruction is tailored to the individual needs of each child.

SIGHT RECOGNITION

Teachers keep a running list of a child's acquisition of known words over time. Sight words are explicitly taught in isolation and context. Sight words must be known automatically in order to serve as 'footholds' in texts that are read and written. Students are taught to make a word letter by letter, by parts (morphology), and by using onset-rime. Sight words are a basis for visual and sequential analysis as well as using a known to get to a new word by analogy.

* MULTI-SENSORY APPROACHES

Daily word recognition instruction includes multi-sensory approaches involving seeing, saying, touching, moving in order to engage multiple areas of the brain.

