Connecting the Science of Reading to Special Area Instruction

Rhode Island Department of Education

RIDE Rhode Island Department of Education

Table of Contents

Connecting the Science of Reading to Special Area Instruction 1
Special Area Advisory Team 4
Understanding How Students Learn to Read 5
The Simple View of Reading 6
The Reading Rope 7
TRANSLATING THIS INTO PRACTICE: 8
Art 10
Library 28
Music 45
Physical Education 48
Resource I 77
Resource II 78
Glossary 79
Resources to Learn More about the Science of Reading and Structured Literacy: 81

A statewide effort to support positive literacy outcomes through the Science of Reading

A GUIDE FOR SPECIAL AREA INSTRUCTORS

Special area instruction is essential to ensure our students graduate as healthy, well-rounded individuals. Art, music, physical education, and library are frequently cited as transformative settings in which educators inspire students and build their confidence in areas where they find strengths.

The invaluable impact that special area instruction delivers is key to our students' growth. The *Rhode Island Right to Read Act* ensures that all educators have an understanding of the Science of Reading and Structured Literacy including the research and how to incorporate this learning into daily instruction to support students' literacy development.

This resource, *Connecting the Science of Reading to Special Area Instruction*, serves to bridge the Rhode Island Science of Reading and Structured Literacy Awareness Courses with special area instruction by encouraging special area educators to consider opportunities within their settings to support literacy development. It offers guidance, along with specific examples of how special area educators can support the development of oral and written language within their settings, leading to positive literacy outcomes. This "all hands-on deck" approach helps foster synergistic conversations between educators to better understand their learners and their unique needs, and how every educator in the school can support the development of essential literacy skills.

Reading instruction occurs primarily in the Tier I, general education classroom; however, many opportunities can be found to support students literacy development across grades and content areas

Special Area Advisory Team

The Rhode Island Department of Education would like to thank the following contributors:

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And special thanks to Renee Reis for support with planning and organizing this resource.

When considering building a statewide awareness of the Science of Reading and Structured Literacy, RIDE saw an opportunity to connect the research about how reading works with special area instruction. However, a resource like this has not previously been attempted. Therefore, in the summer of 2021, an advisory committee of special area instructors convened to lend their expertise to the development of all written content within first draft of such a resource. All content beginning on page 8 was developed by this special area team.

Version 1 of Connecting the Science of Reading to Special Area Instruction is just the beginning, and is not an exhaustive list. We would greatly value additional expert voices in the creation of future versions of this document that will contain continual additions and updates**. If you have ideas for future content, or would like to support the continued work of this project, please email:** Kari.Kurto@ride.ri.gov

Understanding How Students Learn to Read

According to The Science of Reading: A Defining Guide, the Science of Reading is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing.

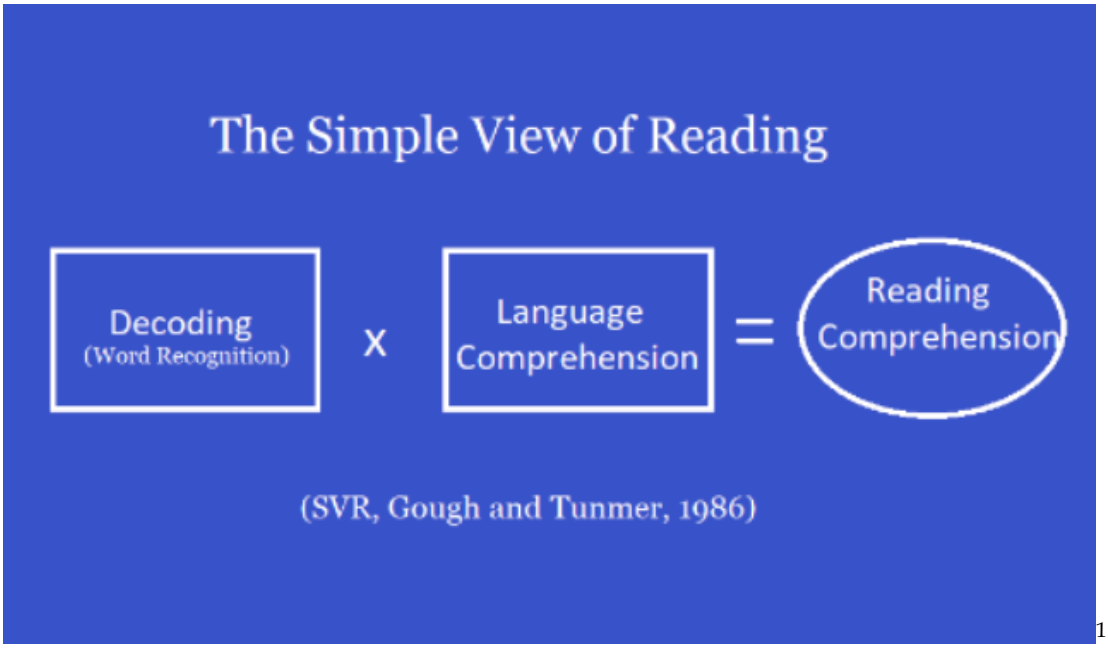
Structured Literacy instruction is explicit, systematic, diagnostic, cumulative instruction in phonological and phonemic awareness, phonics, syllable types, morphology, semantics and syntax.

It is important to remember that the Science of Reading and Structured Literacy are not programs, as evidenced by their definitions. Please take advantage of Rhode Island Science of Reading and Structured Literacy Awareness Courses to help further deepen your awareness of research-aligned literacy instruction.

Since this resource builds upon educators' awareness of the Science of Reading and Structured Literacy, it is important to revisit two of the validated theoretical frameworks to ground this work.

These frameworks include **the Simple View of Reading** and **The Reading Rope**.

The Simple View of Reading



[1]

Although learning to read is far from simple, reading can be seen as two separate yet highly reciprocal processes that are both essential for reading comprehension to occur.

Decoding, or Word Recognition, is the process of translating written words in to oral language when lifting the words off the page.

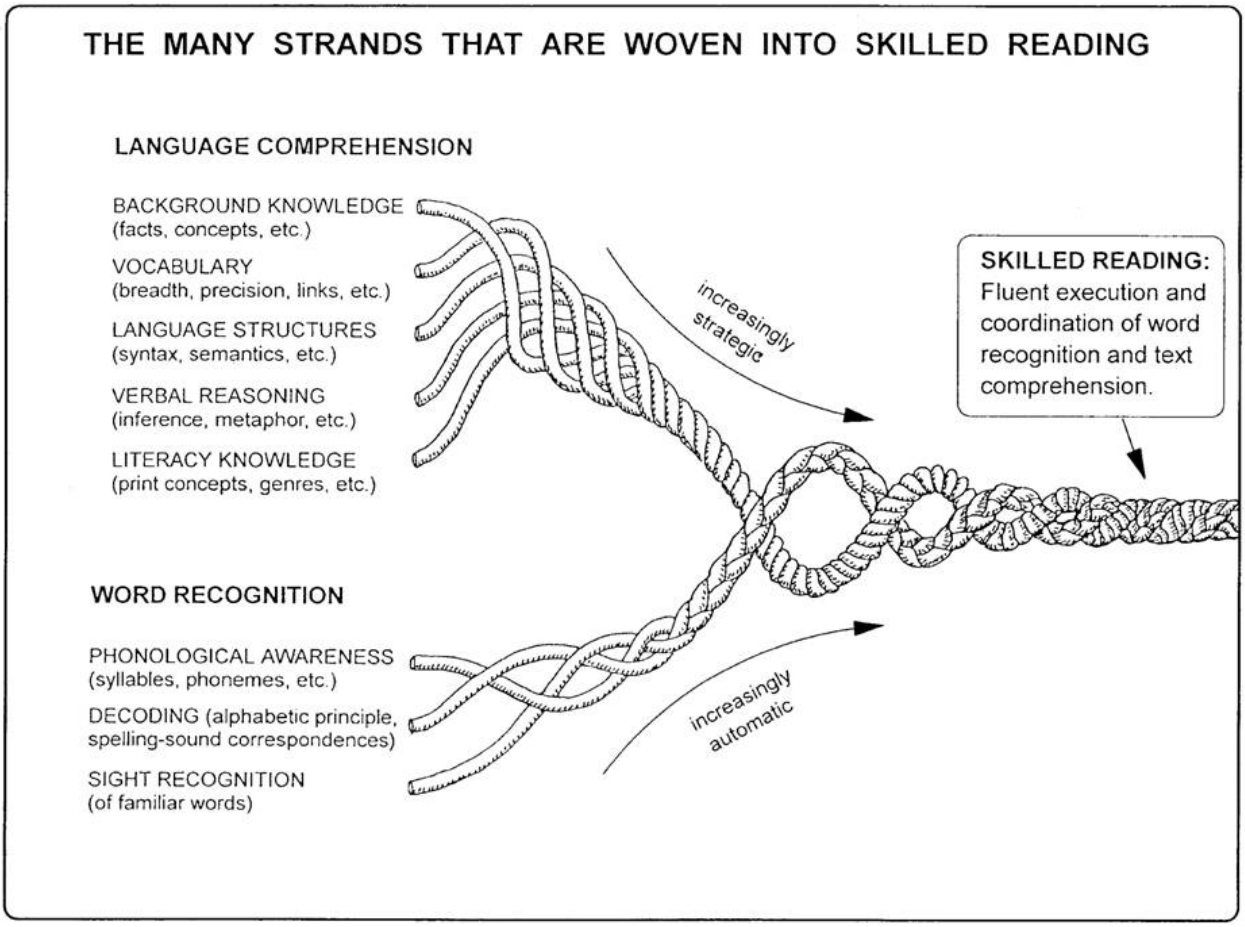
Language comprehension is understanding what the words, phases, sentences, and texts mean once they are decoded.

The Simple View is represented as a mathematical equation showing Reading Comprehension as the **product** of Decoding **times** Language Comprehension. Thus, without the ability to decode or to comprehend the language, reading comprehension will be reciprocally impacted as the product of anything times zero, is zero.

[1] Based on Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability." *Remedial and special education*. 7(1), 6-10.

The Reading Rope[2]

Another framework that is supported by research is Hollis Scarborough's Reading Rope. Notice how both Language Comprehension and Word Recognition are divided into even more nuanced skills.



This framework articulates the subskills of literacy that are essential to teach and practice in order to support the development of skilled reading.

This framework is useful to post in a variety of settings and can be used to inform assessment and instruction. The guidance offered in the the Art, Library, Music, and Physical Education sections are suggestions of how to incorporate instruction and practice of these essential subskills within the context of authentic special area learning experiences.

[2] 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: Guilford Press.

TRANSLATING THIS INTO PRACTICE:

READING THE WORDS ON THE PAGE

(DECODING)

Decoding is a skill that is typically mastered in elementary school. However, some students still struggle with decoding in later grades. The most important concept to remember is that students need to read words one sound-letter association at a time, with lots of opportunity to practice, to develop the process needed for skilled reading. This is sometimes referred to as orthographic mapping. Finding opportunities to incorporate the following activities across grade levels and settings will support accurate decoding:

- Practice breaking words down into their individual sounds, or blending individual sounds together to create words
- Incorporate activities in which students attach individual sounds to the letters that represent those sounds (see RIDE student checklist or Phonogram cards for examples of sound-symbol correspondences)
- Offer immediate corrective feedback when a student reads or spells a word incorrectly
- Fortify student understanding of spelling within your setting
- Strengthen student understanding of the articulation of speech sounds
- Use decodable words that have the sound/letter (phonics) patterns that have been taught
- Promote the connection between a word's morphology and its spelling
- Do not encourage students to memorize whole words or rely on pictures or context to guess the words when reading

UNDERSTANDING THE WORDS BEING READ

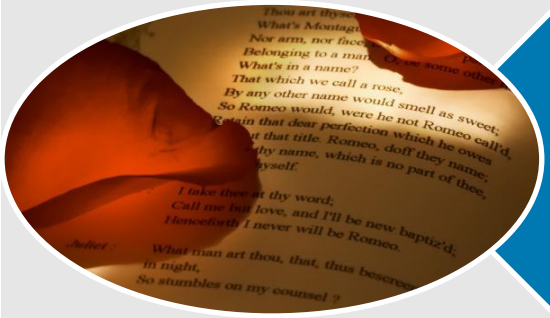
(LANGUAGE COMPREHENSION)

Once a student is able to turn print into language by decoding, they must connect these words to the meaning of the words and phrases being read by tapping into their existing oral language. Sometimes, however, students do not have the vocabulary, background knowledge, or understanding of sentence structures to do this accurately. Finding opportunities to incorporate the following activities across grade levels and settings will support accurate language comprehension:

- Develop deep content-specific background knowledge in your setting, and bridge content in your setting to what students are learning about in their general education classrooms to further boost student knowledge
- Use and explain high-level vocabulary in oral language and discourse
- Expect students to learn and use challenging vocabulary words in their setting
- Use meaningful word parts called morphemes to support spelling and vocabulary building. (see RIDE Morphology Cards for examples)
- Speak in complete sentences and maintain an expectation that students will speak in complete sentences to develop strong syntax skills
- Engage in activities that include oral or written use of compound sentences that use joining words for, and, nor, but, or, yet, or so, or complex sentences that use connectives because, although, so that, after, before, even if, whenever, since, unless, or while.
- Explain metaphors and text structures used in the context of your setting

Art

Visual Art is rooted in literacy. Visual Art products are a visual form of literacy, often through statement and metaphor. It is natural that as Visual Art educators, we embrace these strategies to assist our students in critique. Through critical thinking, we can develop students who are articulate and can discuss their work. Through the Science of Reading, we can address often overlooked or underrepresented subskills of literacy that strengthen our students' ability to express themselves. This includes developing vocabulary beyond the Elements of Art (color, form, line, shape, space, texture, and value) and Principles of Design (balance, rhythm, pattern, emphasis, contrast, unity and movement). As we discuss pieces of art via critique, demonstrate process, assign a written label, or scaffold a complex Artist Statement, reading and writing are constants. As we work to strengthen students word recognition and language comprehension ability as evidenced by the Reading Rope, we can reinforce our mission as Art Educators, which is to develop Visual Artists or connoisseurs of Visual Art.



Art Appreciation Through Poetry

Explanation of idea/lesson/activity	Using artwork as a prompt to spark their imaginations, students create Cinquain Poems. These poems help students express their thoughts, feelings and observations of the artwork in the modern format of cinquain poetry. Art and poetry displays and writing center resources can become a regular feature in the art room (handouts and/or signage that students can refer to when writing in the art room). Students can recite poems as a culminating activity.
Grades most appropriate for	Grades K-12
Area of literacy targeted	• Language Comprehension • Text Structures
Materials needed	Art Image (Reproduction or Student Work) • Pencil and Paper • Handouts & Visuals/Signs (linked below) • Writing samples of Cinquain Poetry • Text structure for Cinquain Poetry • Definitions of parts of speech • *Nouns-Adverbs-Adjectives Worksheet*
Directions	Think about what you see and feel when making observations of this work. Write a poem about the work of art shown in class, following the format for creating cinquain poems as described in the classroom handout (see links above for optional formats: Haiku, Acrostic, Descriptive Word Poetry). Read your Cinquain Poem aloud. Next, display your poem next to the work, and actively listen when other poems are read aloud. Read poems by peers that are on display next to works of art in the classroom. Look for similarities and differences in the poems and in the perspective of the writer.

Rationale	*As students engage in the process of looking at and responding to art in a very structured way, they are following a sequence of directions and using executive functioning skills.* *When writing and reading poems in art, students are encouraged to recall and recite vocabulary words.* *When responding to art through writing, students make a personal connection to art and they experience art from the perspective of the viewer.* *When listening to their peers' poems, students become more aware of how others perceive and experience art and the world around them.*
Source / link to materials	Links to lesson: Virginia Museum of Fine Art: Writing to Learn: Cinquain Poems The Rubin Museum of Art: *Instructions: DIY Art-Making: Cinquain Poems* Portland Museum of Art: All-Ages Haiku Activity Inspired by Claude Monet Descriptive Word Group Poem Three Writing Activities Inspired by Jeffery Gibson's PEOPLE LIKE US

Stories to Tell: Writing and Self-Portraits

Explanation of idea/lesson/activity	Students will explore the history of art by studying self-portraits in addition to the letters and journals created by famous artists. These museum sourced lessons guide students through a variety of tasks that involve reading, writing, and observation of master works created by Vincent Van Gogh, Paul Gauguin, Judith Leyster, Andy Warhol, and David Alfaro Siqueiros. After gaining insight into the life and art of a master artist, students will write and create art. Students will use journals, write poetry and explore ways of creating art to represent thoughts and ideas using visual elements. To best differentiate instruction, particularly for Multilingual Learners and students not writing on grade-level, have sentence frames available for students to support them in creating more complex sentences. Strategies from the Hochman Method aka The Writing Revolution can also be used. As students explore art and writing they gain a deeper understanding of the artist, and the personal and social context in which master works were created. Students will also make connections between visual elements and thoughts, feelings and ideas when viewing and creating art. See links below for complete art and writing lesson plans.
Grades most appropriate for	Grades 2-5 Grades 6-10
Area of literacy targeted	• Language Comprehension • Literacy Knowledge & Print Concepts • Reading Strategies (Before, During, After) *Creative Writing & Journaling:* • Metaphors • Sentence types • Text Structures • Verbal Reasoning

Materials needed	Museum links listed below Art Materials & Student Choice Options: • Paper • Canvas • Collage papers with and without text • Paint • Marker • Oil pastel • Watercolor • Crayon • Digital Media /Photography Student Journals (Paper or Online) Pencils/ Papers Supplemental Resources: Writing An "I AM" Poem Worksheet: *Nouns-Verbs-Adjectives*
Directions	See museum links below for complete lessons and directions.
Rationale	*When students read and write across disciplines, it supports the transfer of skills. Using sentence frames will increase automaticity in writing more complex sentences, which has reciprocal benefits on reading comprehension.*
List special area standard this supports	Students gain a deeper understanding of the artists and the personal and social context in which their master works were created. (National Standards in Art)
Source / link to materials	**Portland Museum of Art**:: **Grades 2-5:** • Letter by Letter • Character Short Story **National Gallery of Art:** **Grades 5-8:** • A Look at Judith Leyster • Two Faces of Paul Gauguin • Van Gogh's Self-Portraits **Grades 7-8:** • Andy Warhol/Digital Self-Portrait **Grades 9-10:** • David Alfaro Siqueiros Speaks

Exploring the Use of Text in Modern and Contemporary Art

Explanation of idea/lesson/activity	Lesson includes images, background information about the art and artist, discussion questions, art making activities, materials and visual art standards. Teachers will utilize the work of artist Barbara Kruger, Text and Art, to teach this concept and activity.
Grades most appropriate for	Grades 9-12
Area of literacy targeted	• Language Comprehension • Literacy Knowledge /Print Concepts
Materials needed	Mixed Media Collage (Suggested Materials): • Magazines • Newspapers • Cereal boxes • Recycled packaging • Print media • Pencil/Paper ***Lesson link/sources specify materials needed*
Directions	First, view the National Gallery of Art's *Collection of Modern Art* by Barbara Kruger. Next, inform students that some artists use text to influence the *behavior, feelings*, or *ideas* of the viewer. Use the discussion questions found in Text and Art to guide students through the process of analyzing these works in writing. Share thoughts and ideas generated through writing as a whole group to demonstrate how some modern artists use text to influence *thoughts*, *feelings*, and *behaviors* of the viewer. Prompt students to begin thinking about social issues and topics that are important to them. Next, provide opportunities for students to journal about ideas and inspiration. Proceed to the mixed media art making activity outlined in the resource selected.

	Students will create artists statements, where they will use writing as a means of communicating their thoughts and feelings about the finished works of their peers.
Rationale	*Evaluating the effective use of language and text to convey meaning.*
List special area standard this supports	See specific National Standards in Art standard in each lesson plan linked below
Source / link to materials	**Portland Museum of Art:** **Grades 1-5:** • Word Stack Sculpture with Books • Words of Comfort **National Gallery of Art:** • Art Since 1950 • Text and Art **Additional Resource (f**urther exploration into the use of text in the Visual Arts): • 13 Artists Who Highlight the Power of Words

The Language of Art

Explanation of idea/lesson/activity	The following lessons use artworks from the National Gallery of Art to build skills in the areas of reading, speaking and language comprehension. **Grades 1-2:** ELL Beginner ELL Intermediate ELL Advanced **Grades 3-5:** ELL Beginner ELL Intermediate **Grades 6-8:** ELL Beginner **Grades 9-12:** ELL Advanced **Grades K-5:** Art Starters: Louise Bourgeois *For assignments including writing, consider using the "Because, But, So" strategy from The Writing Revolution. A module on the principals of this strategy can be found on the RIDE Structured Literacy Page, Instruction tab, Syntax bullet.*
Grades most appropriate for	K-12
Area of literacy targeted	• Language Comprehension • Reading Writing Connections
Materials needed	See specific lesson plan link for materials needed for each activity.
Directions	Each link provides detailed directions and instruction.

Rationale	*In these interdisciplinary lessons students explore the history of art and are encouraged to make personal connections to the art and artists represented.* *When possible, provide students with note-taking templates and sentence frames to aid in executive functioning, allowing more working memory to comprehension and building background knowledge and understanding of sentence structure.*
Source / link to materials	**Beginner/Cognitive Stage of Learning:** • BRIGHT DARK • I Am Poem • Nouns – Verbs - Adjectives **Intermediate/Associative Stage of Learning:** • BRIGHT DARK • Nouns – Verbs - Adjectives • Step Inside a Painting **Advanced/Autonomous Stage of Learning:** • ELL Advanced

Pop, Sizzle, Bang! Onomatopoeia in Art

Explanation of idea/lesson/ activity	Onomatopoeias in Art: *Pop, Sizzle, Bang!* In this interdisciplinary lesson students explore the use of onomatopoeia in art. They will study the painting "*Whaam!"* by Roy Lichtenstein and learn how his work was influenced by comics. Students will participate in an investigation and discussion about works of art to observe how artists use the art elements of line, shape, color and pattern to enhance the meaning of words and sounds. Lastly, students will create a work of art that features an onomatopoeia in the *Pop Art* style using a variety of techniques and art mediums.
Grades most appropriate for	Grades 2-6
Area of literacy targeted	• Language Comprehension • Morphology • Vocabulary
Directions	Prior to instruction, introduce students to the word, concept and meaning of *onomatopoeia*: "Sometimes, words represent sounds. These words are called onomatopoeias." Frontload the lesson by describing that in words, letters represent phonemes, also known as individual speech sounds, and give some examples: • Cat = /k/ /ă/ /t/ (have students count the number of phonemes on their fingers) • Art = /ar/ /t/ paint = /p/ /ā/ /n/ /t/, etc. Practice saying the word by clapping out the syllables. Familiarize students with the word by discussing the etymology of onomatopoeia. After students are familiar with this new vocabulary word, engage them in one of the lessons linked in the source section below.
Rationale	*All words carry meaning, and at times art is used to support word meaning. Additionally, frontloading this lesson to connect to sound-symbol association, and practicing learning a word by listening to its*

	component parts and understanding its etymology, supports the lower strands of the reading rope (word recognition) as well as the upper strands (language comprehension).
Source / link to materials	TATE: • Conserving Waam! • Roy Lichtenstein *Waam!* 1963 **Grades K-3:** Jack Hartman: "Onomatopoeia Song"

Art Words by Syllable Type

Explanation of idea/lesson/activity	Introduce students to art words by syllable type.
Grades most appropriate for	K-4
Area of literacy targeted	• Decoding
Materials needed	Word list, by syllable type (example included in directions).
Directions	For early readers and students who are not yet decoding words with accuracy and automaticity, it may be helpful to connect to concepts learned in their core instruction or intervention by introducing words by their syllable type. Check in with your general educators and special educators to align your language with the language used across school settings. A description of syllable types can be found in Resource I Examples of art words arranged by syllable type: **Closed:** Dip Kiln Brush **Open:** Lo/go **VCe:** Line Shape **R-Controlled:** Art Form **Vowel Team:** Paint Clean **Multiple syllable words:** *Pattern* - Closed / R-controlled

	Texture - Closed / Final stable syllable <-ture> *Splatter* - Closed / R-controlled *Dribble* - Closed / Cle
Rationale	*Students who are beginning to decode will benefit from understanding how to read words by their syllable type. Additionally, struggling readers may be receiving additional reading support that focuses on reading multisyllabic words by syllable type, so reinforcing these concepts in art will allow them to practice this skill in multiple settings.*

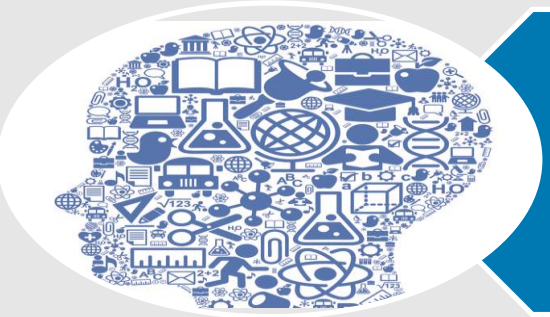
Etymology and Morphology of Art Words

Explanation of idea/lesson/activity	This activity is designed to allow students to make connections between vocabulary used in art, and vocabulary used in other content areas, and/or help them make sense of art vocabulary words by making explicit connections to the smallest, meaningful parts of words (morphemes) in words as well as the word origin (etymology).
Grades most appropriate for	K-12
Area of literacy targeted	• Morphology • Vocabulary
Materials needed	List of words broken down by morpheme (e.g., prefix, suffix, base)
Directions	When introducing a vocabulary word, consider first understanding the structure of the word by investigating its morphology and etymology. This will often help you teach the word in a way that students will better understand its meaning and spelling. Furthermore, by teaching its component parts, you allow students to grow their knowledge in not just that word, but other words that contain the same meaningful parts, or morphemes. For example, sometimes students struggle to spell the word *kiln*. If they learn the connection to the Latin *culina*, it helps them understand why the final letter is an <n> not an <m>. **Kiln** - Old English cyln, cylen "kiln, oven, furnace for drying or baking," from Latin **culina** "kitchen, cooking stove," unexplained variant of coquere, "to cook" (from PIE root *pekw- "to cook, ripen"). According to OED, Old Norse kylna, Welsh cilin are likely from English. Word connections can be made across content areas as well, such as when explaining that an autobiography is similar to a self-portrait since the meaning of auto is self. Other helpful suggestions to students when learning art vocabulary: **Foreground, middle ground, background***:*

	These all share a common base word of “ground” that can stand alone or be incorporated into a compound word. **Knead:** Old English cnedan "to knead, manipulate by squeezing or pressing," from Proto-Germanic *knedan. It is helpful for students to know that this word is Germanic, and therefore the <k> used to be pronounced. Helping students understand where words come from helps demystify the reading and spelling of English words with silent letters. **Wedge:** It may also be helpful to explain that words like wedge, edge, and smudge are Germanic, and follow a specific spelling pattern in which a silent <d> is added to protect the short vowel before it. Learning these spelling rules explicitly is helpful for students who struggle with word-level reading, including students with dyslexia.
Rationale	*A common problem is students mispronouncing or misspelling certain art-specific words such as kiln. If they understand the word origin, it will help with the annunciation as well as student understanding of the word.*
Source / link to materials	Etymology Dictionary For more spelling rules, you may reference RIDE’s Student Checklist

Building Art Vocabulary

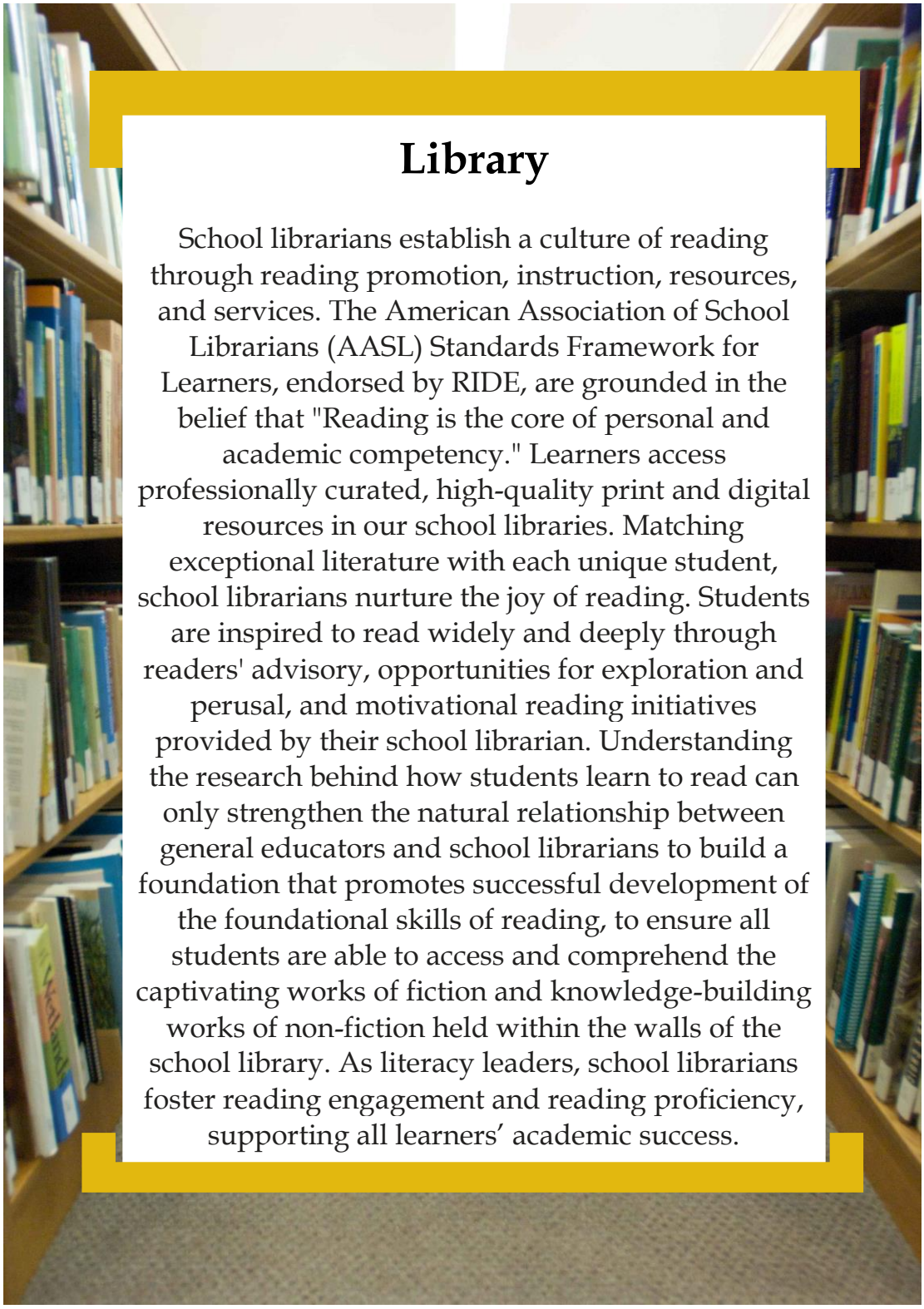
Explanation of idea/lesson/activity	To build student vocabulary, it is helpful to label classroom materials with the vocabulary words being taught. This will also help build accountability for teacher talk.
Grades most appropriate for	PK-12
Area of literacy targeted	Vocabulary
Materials needed	Printed labels for supplies
Directions	Ensure you keep vocabulary terminology consistent between materials/labels and the syllabus and/or curriculum. Next, clearly articulate the steps of each lesson, using appropriate vocabulary words (e.g., solid structure, form). Multiple repetitions of content specific vocabulary words allows for increased vocabulary acquisition.
Rationale	*The size of a student's vocabulary is correlated to positive literacy outcomes. Any chance an educator has to add to a student's vocabulary through oral or written language will support their literacy development. This is particularly true for students who struggle with language comprehension as well as Multilingual learners.*



Building Background Knowledge through Art

Explanation of idea/lesson/activity	Art is a perfect medium to build essential cross-curricular background knowledge in subjects such as mathematics, social studies, engineering, and technology.
Grades most appropriate for	K-12
Area of literacy targeted	Background Knowledge
Directions	Social Studies: Explaining the breakaway of techniques based on one art movement to the next and connecting this to history. Math: DaVinci rules of proportion: Vitruvian Man. Proportion and geometry IM Pei and the Geometry of the NGA Thiebaud Cake Math — Elementary Spiral Patterns in Art **Technology**: In teaching portraiture, you paint exactly what you see; skills in observation. Then, the camera was invented. That technology led to a transformation in art as artists could experiment. Tip - Read summer reading books and classroom texts / readings from **High-Quality Curriculum Materials** see order to see where connections and transfers can be made. **Science:** Glazing is an opportunity to speak of transparent*, translucent, and opaque. Mixing paint colors and connecting it to melatonin. You always mix in a little red as we all have red blood that comes through. *Don't forget about morphology! When teaching words like transparent or translucent, teach the prefix trans- meaning across! Membean can be a helpful morphology resource.
Rationale	*Building background knowledge is essential for reading comprehension. Background knowledge is an important strand in*

	the upper Reading Rope (language comprehension). The more opportunity a student has to build content knowledge, the better they will be able to understand texts that are related to that topic. *For more information, please visit the [RIDE Structured Literacy page, Background Knowledge section.]*
Source / link to materials	*Artful Teaching: Integrating the Arts for Understanding Across the Curriculum K-8* *Preparing Educators for Arts Integration: Placing Creativity at the Center of Learning* *Integrating the Arts Across the Content Areas (Strategies to Integrate the Arts Series) - Professional Development Teacher Resources - Arts-Based Classroom Activities to Motivate Students*

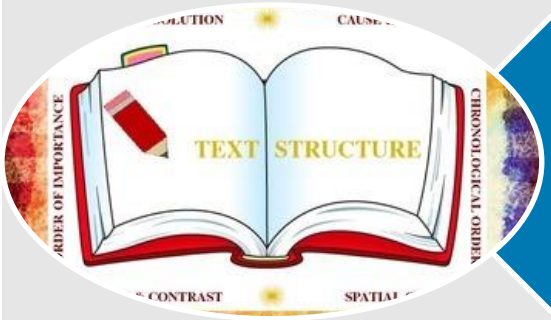


Library

School librarians establish a culture of reading through reading promotion, instruction, resources, and services. The American Association of School Librarians (AASL) Standards Framework for Learners, endorsed by RIDE, are grounded in the belief that "Reading is the core of personal and academic competency." Learners access professionally curated, high-quality print and digital resources in our school libraries. Matching exceptional literature with each unique student, school librarians nurture the joy of reading. Students are inspired to read widely and deeply through readers' advisory, opportunities for exploration and perusal, and motivational reading initiatives provided by their school librarian. Understanding the research behind how students learn to read can only strengthen the natural relationship between general educators and school librarians to build a foundation that promotes successful development of the foundational skills of reading, to ensure all students are able to access and comprehend the captivating works of fiction and knowledge-building works of non-fiction held within the walls of the school library. As literacy leaders, school librarians foster reading engagement and reading proficiency, supporting all learners' academic success.

Coding Offline

Explanation of idea/lesson/activity	Coding Offline
Grades most appropriate for	Pre-K-5
Area of literacy targeted	• Active Listening • Following Directions • Repeating Directions Back (Executive Functioning)
Materials needed	See *Loud Librarian* Webpage linked below for specific videos and photos of possible supplies.
Directions	Explain how machines need people to give them directions and use supplies to move students throughout the library.
Rationale	*Students are able to make the connections between how people program machines to follow directions and how individual steps make a difference.*
Source / link to materials	• Loud Librarian Webpage (Coding at home supplies & Video) • K Ss Coding offline Video



Understanding Nonfiction Text Structures

Explanation of idea/lesson/activity	Based on Melissa Stewart's work, students investigate a variety of books to develop an understanding of text structure
Grades most appropriate for	Grades 3-8
Area of literacy targeted	• Literary Knowledge - Nonfiction Text Structures
Materials needed	Mentor texts for each category
Directions	Place stacks of 3-4 books of the same text structure at each group. Explain the 5 text structures and the signal words that let readers identify the structures. Invite students to browse the books given to their group and analyze what text structure they represent. Finally, provide sticky notes to have students jot down signal words they find and to mark a page from each book they will share out with the group as examples.
Rationale	*Understanding the characteristics of these categories can help students predict the type of information they're likely to find in a book and how that information will be presented. It can also help students become better nonfiction writers by providing them with structures and signal words models in mentor texts.*
List special area standard this supports	Literacy Knowledge - Text Structure
Source / link to materials	Mentor texts for 5 nonfiction text structures Slide deck for categories and signal words

Create and Analyze Sentences

Explanation of idea/lesson/activity	Create and analyze sentences
Grades most appropriate for	K-12
Area of literacy targeted	• Sentence structure • Syntax
Materials needed	Index cards with “who is”, “was doing, what, where, when, how and why” and/or a sheet with these questions.
Directions	Complete this activity as a group: Read an article about a person or a topic. Next, have each student in the group choose an index card and create a response sentence based on the question. Give students a list of transition words (see Resource II). Have students work together to report out a summary of the nonfiction text that includes their sentence responses, combined with transition words.
Rationale	*Students need to be able to listen to nonfiction information and be able to share information they learn by answering the questions: Who is/ Was doing/ What/ Where/ When/ How/ and Why? Students also need to practice using complete sentences, so that people know what they are talking about.*
Source / link to materials	Resources available on RIDE Structured Literacy Page – Instruction Tab and Awareness Tab Transition Words (Resource II)

What's in the Bag?

Explanation of idea/lesson/activity	Students will formulate questions using the appropriate question forms to solve the mystery of what is in the bag.
Grades most appropriate for	K-12
Area of literacy targeted	• Vocabulary
Materials needed	• Bag for items • Chart paper- for “yes/ no” and a column or space to list questions • Dry erase marker
Directions	The teacher will put an item inside the bag that is related to the book or topic for the day. Students will start taking turns asking yes/ no questions. Next, the teacher will write the question on the board and circle “yes” or “no.” Students will continue to ask questions to find out what is in the bag. Students can be reminded that they can use: *Is, Does, Can, What, Where, Who, When, Why and How?*
Rationale	*Students in all grades have difficulty asking questions. This activity will help students form different questions, while also trying to figure out what is in the bag.*
Source / link to materials	RIDE Games to Support Early Literacy Skills

Developing Print Concepts and the Alphabetic Principle

Explanation of idea/lesson/activity	This activity will help students segment words into sounds and reinforce which graphemes (letters or letter combinations) represent those sounds.
Grades most appropriate for	Grades K-1
Area of literacy targeted	• Print Concepts • Phonemic Awareness • Phonics
Materials needed	Beginning reader book such as: • *Mo Willems' Piggy and Gerald* book • *Dr. Seuss* early readers • *Jan Thomas* • Elkonin Boxes • Tokens **Advanced:** Elkonin boxes with letters

<table>
<tr><td>Directions</td><td>Read aloud to students a book listed above and select single-syllable words to practice segmenting into sounds.

Extension:
Work with your educators or special educators to find decodable words to place in Elkonin Boxes to support student understanding that words are made of phonemes and letters represent those sounds (phoneme awareness and phonics).

Examples:

<table><tr><td>G</td><td>R</td><td>EE</td><td>N</td></tr><tr><td>(/g/)</td><td>(/r/)</td><td>(/ē/)</td><td>(/n/)</td></tr></table>
<table><tr><td>E</td><td>GG</td><td>S</td></tr><tr><td>(/ĕ/)</td><td>(/g/)</td><td>(/z/)</td></tr></table>
<table><tr><td>A</td><td>N</td><td>D</td></tr><tr><td>(/ă/)</td><td>(/n/)</td><td>(/d/)</td></tr></table>
<table><tr><td>H</td><td>A</td><td>M</td></tr><tr><td>(/h/)</td><td>(/ă/)</td><td>(/m/)</td></tr></table></td></tr>
<tr><td>Rationale</td><td>Students must be able to recognize both that words are made of individual sounds and letters represent those sounds for them to develop the alphabetic principle.</td></tr>
<tr><td>List special area standard this supports</td><td>Learners engage with new knowledge by generating products that illustrate learning. (National School Library Standards)</td></tr>
</table>

Practicing the Subskills of Word Recognition

Explanation of idea/lesson/activity	Station Activities: Alphabet/Phonics Practice
Grades most appropriate for	Grades K-1
Area of literacy targeted	• Letter Recognition
Materials needed	• A book focused on letter names and/or sounds • Letter tiles or cards with capital and lowercase letters printed on them • Dry erase boards • Dry erase markers
Directions	Read students a book focused on letter names and/or sounds. Set up stations for students to practice: • Capital letters – one at a time, students pull tiles from a tub and identify the letter – if they pull a red tile, they lose their turn and all the tiles they accumulated • Lowercase letters – same as above • Letter sounds – same as above except the students must identify the sound as well as the letter *Pay careful attention to not add a "schwa" sound after the letter. For example, the sound /t/ and not /tuh/, the sound /s/ and not /suh/ (see articulation video linked below) • Practice writing letters – students pull a letter tile from a tub and practice writing the letter on a white board – repeat
Rationale	*In order to read a word, the learner must recognize the letters in the word and associate each letter with its sound.*
List special area standard this supports	Learners engage with new knowledge by generating products that illustrate learning. (National School Library Standards)
Source / link to materials	Rollins Center for Literacy 44 Phonemes

Bingo!

Explanation of idea/lesson/activity	Station Activities: Alphabet/Phonics practice
Grades most appropriate for	K-1
Area of literacy targeted	Phonics
Materials needed (if any)	• Link to Bingo Wheel • Bingo Boards (see links/resources) • Bingo Chips • Answer Buzzers • SMART Board
Directions	Kindergarten starts with uppercase alphabet recognition, then lowercase alphabet recognition, as well as developing an understanding of phonemes, or the individual speech sounds that letters represent. Upper grades can begin to incorporate advanced phonics, heart words, and morphemes. You may consider using the RIDE Phonogram Cards or Morphology cards, linked on the RIDE Structured Literacy page, Awareness tab. (Note that research does not support the memorization of words as whole units, so “sight words” are not recommended. Instead, words should be decoded and practiced to automaticity until they have been mapped and can therefore be read “as if” by sight) Create multiple Bingo Wheels using the Random Name Picker with the phonics patterns, morphemes, and, words as needed. Save wheels and the links to the various wheels. Create Bingo Boards to coincide with the wheels you create. This is one center with a group of 4-5 students at a table in front of the SMART Board. Each student has a bingo board and an answer buzzer with a pile of bingo chips in the center of the table. One student spins the wheel by touching the wheel on the SMART Board and a letter/word pops up. Each student pushes their buzzer when they know the letter/sound/word, calls out the letter/sound/word, and puts a bingo chip on the

	corresponding letter/sound/word. The next student pushes the remove word button on the Smart Board (or other type of digital board), touches the wheel to spin it for a new letter/word to pop up. The process repeats with students taking turns until the entire bingo board is covered or time runs out.
Rationale	*To read a word, the learner must recognize the letters in the word and associate each letter with its sound and progress onto reading words.* *Collaborating with K and first grade teachers on letters, sounds, morphemes, or words they are working with in class allows the library program to support and reinforce the classroom curriculum.* *When students are stuck, they can hear other students calling out the sounds or words, enabling them to push their buzzers, say the letter, sound, or word and call out as well.* *Students getting up and spinning the wheel allows for movement, interaction, and a high level of engagement. The buzzers also help to keep students engaged.*
List special area standard this supports	Learners engage with new knowledge by generating products that illustrate learning
Source / link to materials	Classtools: Random Name Picker Bingo Boards Heart Words

Vocabuarly Memory

Explanation of idea/lesson/activity	Specialized Vocabulary Memory Game This activity is for computer science (CS) vocabulary but could be used for any jargon vocabulary words that have meanings in conversational English that are different from their professional CS meaning. Some examples of words that students might be familiar with in English but have different meanings in computer science might be: event, sprite, condition, application, bit, buffer, bug, cell, property, cookie, brick, etc.
Grades most appropriate for	5-8
Area of literacy targeted	Vocabulary
Materials needed	Index Cards
Directions	1. Create a list of words that you want students to learn that they think they know based on definitions in conversational English 2. Have students write the vocabulary word on an index card 3. Have students find the common definition and write on a separate card (make sure that they don't write the actual word on the definition cards) 4. Have students find the CS definition (or provide for students if you want them to have a specific definition) and write on a third card 5. Once the cards are complete, students turn over all the cards so the blank sides are face up. 6. Play the memory game: 1) Turn over 3 cards 2) If they match, student gets to keep 3) If they don't match, all 3 cards get returned to their original place 4) Next person's turn
Rationale	*When working with students on CS vocabulary, students will often find definitions for words that are used in conversational English, rather than finding definitions for CS. They don't recognize that words have multiple meanings based on different contexts unless explicitly taught to do so.*

List special area standard this supports	RI School Library Curriculum Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning. CONNECT 6-8 Priority Skills Background and Key Words • Identifies key words and ideas that appear in background information and class conversation AASL Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection
Source / link to materials	List of potential Vocabulary Words to use for CS specifically

Focus on: Coordinating Conjuctions

Explanation of idea/lesson/activity	Coordinating Conjunctions Warm up Activity to Boolean Searches in Computer Science Before teaching the basics of Boolean operators, review the coordinating conjunctions as they are used in writing and reading
Grades most appropriate for	Computer Science 6-8
Area of literacy targeted	Language Comprehension: Connectives
Materials needed (if any)	Paper and pencil OR computer
Directions	As a preview to learning how the coordinating conjunctions (**and** & **or**) work as Boolean operators, have students use the terms in English sentences as connectors that: • connect words • phrases • clauses Show examples and have students write their own
Rationale	*Using the coordinating conjunctions in their Boolean sense requires students to do some deep thinking about what these ordinary terms mean. Experience shows that students will easily figure out the Boolean "or" since it matches most closely with its conversational use but will struggle more with the Boolean "and."* *Beginning with a review of what students already know will help them feel more comfortable with the new use of the terms.* *Not only will explicitly teaching and working with these words help with their computer science work, but these essential connective words can be where comprehension breaks down for students who struggle with aspects of language comprehension. Teaching these words helps students develop their understanding of syntax within the upper strands of the Reading Rope. Understanding how to apply these words in sentences is highly reciprocal to understanding compound and complex sentences that contain conjunctive words!*

	For more conjunctions, see Resource II
List special area standard this supports	Learners construct new knowledge by: Problem solving through cycles of design, implementation, and reflection. (National School Library Standards)
Source / link to materials	Review of use of Coordinating Conjunctions Coordinating Conjunctions with fun examples Boolean Machine

Developing Background Knowledge and Oral Language through Podcasts

Explanation of idea/lesson/activity	Script writing for film or podcasts Sentence type challenge
Grades most appropriate for	Grades 5-8
Area of literacy targeted	Sentence Types Reading Writing Connection
Materials needed	• Cameras/Recorders: student phones if available, iPads, computers, etc. • Film/Podcast editing software. Some free options: ○ Adobe Spark, Audacity, GarageBand • Materials for script writing (paper/pen, computer, etc.)

Directions	1. Determine content that will provide the background for scripts. This could be a content area (a health topic like "nutrition" or a book talk for a library/media class). It could also be a creative writing assignment.
	2. Have students draft their scripts.
	3. Challenge students to revise their scripts to add:
	  1. compound sentences using one of the FANBOYS
	  2. complex sentences
	  3. advanced vocabulary
	4. Students should highlight and label their revisions.
	5. Students should then have a peer review to see that sentences have been used correctly and are correctly punctuated.

Rationale	*Middle school students are ready to construct ideas in more complex ways. They tend to string compound sentences together with "and," but with some explicit instruction with sentence stems, their writing can more accurately convey sophisticated subordination of clauses. This does not come naturally to most students. They needed to find places in their own writing to make these types of editing decisions.*
List special area standard this supports	Learners develop and satisfy personal curiosity by: Reading widely and deeply in multiple formats and write and create for a variety of purposes. (National School Library Standards)
Source / link to materials	Compound Sentence Review Subordinating Conjunctions Review Resource II

Reader's Theater

Explanation of idea/lesson/activity	Reader's Theater (Fairy Tales) Using reader's theater to not only dive deeper into a story, but to allow students an opportunity to practice articulation and fluency.
Grades most appropriate for	Grades 2-12
Area of literacy targeted	• Articulation • Fluency
Materials needed	Copies of 'scripts' for each student
Directions	Gather student volunteers to read for each character in the fairytale script. Have all students warm-up using tongue twisters, alliterations, or any other vocal warm-up to get their voices ready. Next, let students know they need to be loud enough to be heard when reading and speak clearly (focus on articulating sounds). Have students read the script. For students who are decoding below grade-level, ensure they can access the text through a peer read aloud or text to speech assistive technology. After reading, discussions and activities can center on point of view and/or characters and/or fairytale elements.
Rationale	*This is an opportunity to support students' articulation, while also looking more deeply into a story and a genre.*
List special area standard this supports	Standard 2.1: Information fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.
Source / link to materials	World Book - Dramatic Learning Create scripts based off of picture books

Answering Questions: A Virtual Scavenger Hunt

Explanation of idea/lesson/activity	Students read content from websites and answer text-base questions.
Grades most appropriate for	4th (can be modified to any grade)
Area of literacy targeted	Text structures
Materials needed	Note taking paper with questions on the left and space for notes on the right (see example) See: Keys to Literacy Two Column Notes
Directions	Students will be given a scavenger hunt sheet with a website link to look for answers to questions and record the answers in note form. Students may also generate "I wonder" questions. Students will use note-taking skills to gather information from online sources, organize the information, and cite sources.
Rationale	*Students will locate information on a variety of subjects and employ note-taking skills for future learning.*
Source / link to materials	Here is an example of this activity

Music

There are several correlations between learning to read and developing an understanding of music. When learning to read, students must first understand that words are made of individual sounds that are represented by letters. Similar to learning to read sheet music to play an instrument, students must explicitly learn and practice with those sound-symbol associations until they become automatic. When we think back to the Simple View of Reading, we also know that developing vocabulary is essential to success. There is a great deal of opportunity to understand the connections between music and the Science of Reading in future versions of this document. Contact Kari.Kurto@ride.ri.gov to lend your expertise.

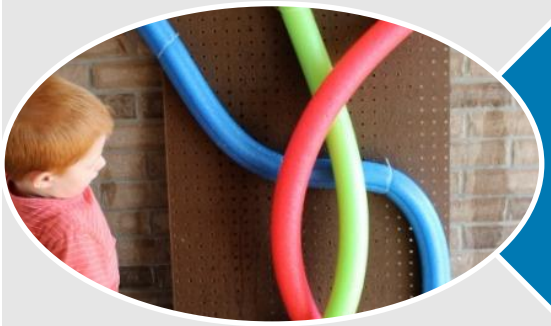
Syllables and Rhythms

Explanation of idea/lesson/activity	Syllables and Rhythms
Grades most appropriate for	Grades K-2
Area of literacy targeted	• Phonological Awareness
Materials needed	Whiteboard or Visuals
Directions	Use a variety of words and determine if they have 1 or 2 syllables. Sort the words into matching notes (ta or ti-ti) using the whiteboard or visuals. **Example:** ta / ti-ti dog / hamster cow / chicken shark / dolphin Have the students say the words and clap, pat, or stomp the syllables as they say them. Use the words to create 4 beat rhythm patterns for the students to read and clap. **Example:** dog, hamster, dog, dog / ta, ti-ti, ta, ta chicken, cow, chicken, cow / ti-ti, ta, ti-ti, ta shark, shark, dolphin, shark / ta, ta, ti-ti, ta

	*Advanced lessons could include 3 and 4 syllable words and corresponding notes. **Example:** octopus kangaroo — tiki-ti grasshopper — ti-tika alligator — tiki-tika
Rationale	*Manipulating syllables supports students' development of phonological awareness.*
List special area standard this supports	National Core Arts Standards

Physical Education

As Health and Physical Educators, we have the opportunity to seamlessly integrate components of literacy into our classrooms. Living a healthy life takes a host of skills and abilities that literacy teaches. Students must be able to not only read and write, but also use critical thinking, reasoning, and communication in their everyday lives. Integrating literacy takes a thorough understanding of the literacy components, including what they are, and how to teach them. Not only does this best support the holistic growth of our students, but also helps them gain the knowledge needed to fully understand what it means to live a healthy lifestyle. Our hope is, this resource, which combines the Science of Reading and Physical Literacy into each lesson, helps strengthen; not only their literacy skills, but also fosters their overall physical and social-emotional health and wellness.



Prepositions and Movement

Explanation of idea/lesson/activity	**Prepositions & Movement:** Students will link prepositions to a sequence of movements
Grades most appropriate for	Grades K-2
Area of literacy targeted	Syntax, Language Comprehension
Materials needed	Pool noodles, Timer
Directions	• Students will form groups of 3; 2 pool noodles per team. • Two students hold the ends of their pool noodle, while the third student will complete a series of movements. • First, students with the pool noodles will hold them low so the third student can go ***over*** each noodle, next they lift the pool noodles **up** for their teammate to go ***under***, and lastly, the students with the pool noodles stand across from each other, connecting the ends of their pool noodles to allow their teammate to ***open*** them, and go through. • Using a timer, students must count how many times they can complete the pattern in one minute. ***Time can be adjusted to best meet the needs of your students.* • See how many ways students move using multiple prepositions while verbalizing what they are doing.
Rationale	*Developing a deep understanding of prepositions supports oral language development and reading comprehension at the sentence level. Many students often do not automatize the meanings of these important words, which can affect their understanding of spoken and written language.*
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Scope & Sequence Resource:** ***SHAPE America Grade Level Outcomes***

Source / link to materials:	Florida Center for Reading Research: Prepositions Video Clip Review List of Prepositions: • About • Above • Across • After • Against • Among • Around • At • Before • Behind • Below • Beside • Between • By • Down • During • For • From • In • Inside • Into • Near • Of • Off • On • Out • Over • Through • To • Toward • Under • Up • With

Orienteering

Explanation of idea/lesson/activity	**Orienteering:** *Using written directions for students to find items in a scavenger hunt.*
Grades most appropriate for	Grades 3-4; Middle & High School
Area of literacy targeted	Language comprehension, following directions
Materials needed	Maps of school or playground area
Directions	Create clues for students to read and follow to different areas around the school. At each place there could be a puzzle to solve or activity to complete. (see link below)
Rationale	*This activity provides students with the opportunity to learn how to use a compass to reach multiple checkpoints, while using written instructions and a map to decipher and determine what to do and where to go next.*
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 2:** *The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Scope & Sequence Resource:** ***SHAPE America Grade Level Outcomes***
Source / link to materials	Orienteering Scavenger Hunt

Create a Game

Explanation of idea/lesson/activity	**Create A Game Activity:** Students will create games, reading the directions together as a team, and write each component down. Each team will create, and teach their game to the class, who will then participate.
Grades most appropriate for	Grades 3-5, Middle & High School
Area of literacy targeted	• Active Listening & Following Directions • Oral Comprehension & Presentation Skills • Writing Process • Text Structures: Sequencing and Cause and Effect
Materials needed	Paper and pencils for students to write their games. Various P.E. equipment (cones, pool noodles, beanbags, jump ropes, etc.) **Optional: SOR in PE Activity Sheet (one worksheet per group)
Directions	• Students will create and write their games. This can be completed individually, or in small groups. • Each game must include: sequences, rules and procedures for the game and any scoring that happens. • To build important literacy subskills, ask students to use transitional words (See Resource II) ****Optional**: Include a diagram of your game. • Students will gather the necessary equipment needed to safely complete their game/activity. • Students will take turns explaining, demonstrating, and teaching their game to the class.
Rationale	*Working as a team to create games and activities provides students a range of opportunities to practice becoming active listeners, following directions in game play, and comprehending information presented. By incorporating motor skills into cognitive functions, students are able to physically apply what they are learning.* ***The hope is that by writing, practicing, and performing original games, this will lead to stronger retention and executive functioning, while improving coordination and movement patterns.***

List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 3:** *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Standard 5:** *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.* **Scope & Sequence Resource:** ***SHAPE America Grade Level Outcomes***
Source / link to materials	**Elementary:** SOR in PE Activity Sheet **Middle/High School:** Sample Rubric **Source:** Components of Fitness

Fitness Scrabble

Explanation of idea/lesson/activity	**<u>Fitness Scrabble:</u>** Students will practice skills related to the components of fitness and pair it with word recognition and vocabulary. By using letters collected during the fitness portion of the activity, teams will create as many words as possible.
Grades most appropriate for	Grades 3-5; Middle & High School
Area of literacy targeted	Vocabulary, Spelling
Materials needed	Letter tiles (teacher created, or wooden Scrabble tiles), clipboards Whiteboard (teacher created list of exercises) Paper Pencils
Directions	• Spread letter tiles throughout the middle of the playing area. ****Students can use FREE/Blank tiles as any letter, to help form a word.* • Next, divide students into small groups. They will then decide an order that they're going in and will have to choose an exercise with a specific number of reps on the whiteboard they will have the group compete. • When it's their turn, they have their group perform the exercise of choice (On the whiteboard you may want to have a specific # of reps next to each exercise they need to complete). • Once the group completes the chosen exercise, the student who chose the exercise runs to the center, selects a letter and brings it back to their group. ***Repeat this sequence of steps for about 7 minutes.*** • Once time is up, stop the class and ask students to use the letter times to create as many words as they can. • There is a clipboard, paper and pencil for each student so they have a product they've contributed to; but they share

	and come up with the words together. ***This way they also practice writing the words and spelling the words.*** ***Optional Extension:*** If using scrabble tiles, with letters and numbers on them, allow teams to add their points from the number on their letters. The team with the highest amount of points wins!
Rationale	*By practicing skills related to the components of fitness and pairing it with word recognition and vocabulary there is blending of literacy and physical education.*
List special area standard this supports	**Standard 2:** *The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.* **Standard 3:** *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Standard 5:** *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.* **Scope & Sequence Resource:** ***SHAPE America Grade Level Outcomes***
Source / link to materials	Fitness Scrabble Resource

Jump Rope Rhymes

Explanation of idea/lesson/activity	**<u>Jump Rope Rhymes:</u>** Students choose a rhyme from stacks spread out and copied from books or create their own jump rope rhyme and sing it out loud while jumping rope.
Grades most appropriate for	Grades 3-6
Area of literacy targeted	• Phonemic Awareness • Fluency
Materials needed	Copies of jump rope rhymes and jump ropes
Directions	Allow students to take copies of jump rope rhymes and sing them as they jump or provide students with the opportunity to create their own jump rope rhyme.
Rationale	*Using rhymes to enhance a jump rope experience serves as a tool to help students not only practice phonemic awareness and fluency, but also practice physical literacy.*
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 2:** *The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.* **Standard 3:** *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Standard 5:** *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.* **Scope & Sequence Resource:** ***SHAPE America Grade Level Outcomes***

Source / link to materials	Florida Center for Reading Research: Rhymes and Alliterations Healthy Rhyme Idea: Healthy Jump Rope Rhymes

Rhyming Numbers and Words

Explanation of idea/lesson/activity	**Rhyming Numbers and Words:** Students will make a rhyming connection between words and numbers. Students are assigned a number and then listen for a word that rhymes with their number. If they do hear a word that rhymes, they get up and run one lap around a circle of their classmates and try to be the first one back into their spot.
Grades most appropriate for	Grades K-1
Area of literacy targeted	• Rhyming Words
Materials needed	None ****Optional:** One poly spot per student to serve as designated spots around the circle.
Directions	• Have your class sit in a large circle. Assign the class of students each a number. For example, 1-5 or higher. Determine how many kids you have and how many you want running at a time and then decide how many numbers you should count up to. ****That student will put their number on their fingers.* • The teacher will go over words that rhyme for each number so the students understand and demonstrate what happens when the students hear a word that rhymes with their number. **<u>Examples: ONE</u>** - fun, run, sun, bun, done, hun, none, ton, won • The teacher will be the caller. When ready, the teacher will call out a sentence that includes a word that rhymes with one of the numbers that the students have. *[Example - for Number ONE… When Johnny is outside, he loves to play and to RUN….RUN….RUN]* and then repeat the sentence again and again. **If a student who is #1 is not up and running, prompt them personally.** • The students, when they make the connection between their personal number and the emphasized word that is being repeated, will get up and run around the circle one time and

	sit back down in their spot. The first one back to their spot is acknowledged. ***Variation:*** Have students utilize different locomotor skills as they move around the circle. They could skip, gallop, side slide, etc.
Rationale	This game connects numeracy with phonological awareness.
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Resource:** ***SHAPE America Grade Level Outcomes***
Source / link to materials	Florida Center for Reading Research: Rhymes and Alliterations

Alphabet Tag

Explanation of idea/lesson/activity	**Alphabet Tag:** A fun instant activity that mixes healthy movement with letters of the alphabet.
Grades most appropriate for	K-3
Area of literacy targeted	Phonics: • Letter Recognition
Materials needed (if any)	Pool Noodles for Taggers; Boundary Markers
Directions	• Select one or 2 chasers (taggers) to start, giving them a pool noodle to use to tag players. • On a starting signal, the chasers attempt to tag the other players. • Once tagged, the players immediately freeze in a standing position and create the shape of a letter of the alphabet. • Frozen players are NOT allowed to lie down to form a letter (safety hazard) • A free player can rescue a tagged player by standing directly in front of them and guessing what letter the person is forming. • If the guess is incorrect, the tagged player can give them clues until the correct answer is given. • Players cannot be tagged while rescuing others. • Play is continuous until time is called. ***Optional:*** Review the letters of the alphabet, and/or post letters (using the Alphabet Borders resource or other alphabet border) ***Extension:*** Have frozen players form a previously chosen letter that everyone would assume if caught--but now the rescuers ask them to come up with a word that begins with that letter. If successful, the tagged player may return to the game. For example, if the letter of the day is “A” a correct word could be “apple.” ***Modification:*** Allow students to use both hands, and/or fingers to form alphabet shapes, as using their entire body may be difficult to form some letters.

Rationale	*Helping students recognize individual letters, using the whole or part of their body will help them strengthen their letter recognition abilities, while also improving their speed, reaction time, and physical fitness.*
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Resource:** ***SHAPE America Grade Level Outcomes***
Source / link to materials	Bailey, Guy. *Tag, You're It!: 101 Tag Games for Fun, Fitness, and Skills*. Educators Press, 2013. Florida Center For Reading Research: Alphabet Borders

A-Z Veggie Sorting Game

Explanation of idea/lesson/activity	**A-Z Veggie Sorting & Sounds Game:** This game is played in two parts, first as a relay race, then as a word sounding game. Students will collect "veggie cards" and drop them into paper "grocery bags" based on what letter the vegetable card begins with. After all cards are sorted, students will work as a team to practice sounding out each vegetable from their team's grocery bag. ***Here is a helpful video clip from the Rollins Center for Language and literacy to help review phonemes and word sounds correctly so students can model the correct consonant and vowel phonemes:* • Rollins Center for Language & Literacy: 44Phonemes
Grades most appropriate for	Grades 1-3
Area of literacy targeted	• Phonemic Awareness • Fluency
Materials needed	Veggies A-Z Sorting Cards 16 "grocery bags" (brown paper lunch bags); 8 per team, 32 if playing with four teams.
Directions	This game will be played in two parts: Part 1: Veggie Card Relay Race • Divide the class into 2 or 4 teams, depending on class size. • Each team will have a designated area for their "grocery bags." ***Prior to game, label and number each paper bag: ***Bag #1***: A-D ***Bag #2***: E-G ***Bag #3:*** H-J ***Bag #4:*** K-M ***Bag #5:*** N-P ***Bag #6:*** Q-S ***Bag #7:*** T-V ***Bag #8:*** W-Z (*Note – Work with the classroom teacher to scaffold appropriately. Some classes may require one bag per letter of the alphabet) • At a point equally distant from each team, bags will be set up on one end of the playing area, across from each team. • In the playing area will be the "veggie cards" scattered throughout the playing area, face down. • Before teams are released, show them the completed veggie card and explain how to use the phonetic spelling of

	the word that is listed on each veggie card. Read through the names of each vegetable for an additional language-building activity. • Teams will line up behind a cone, relay style, and when the teacher calls "Go!" the race begins. The first student runs out to the playing area, picks up a card, and runs to their team grocery bags. The student will flip over their card and place it in the bag corresponding with what the veggie starts with (example: Eggplant card will be placed in bag #2, etc). • Once their card is dropped, the student runs back to their team and tags the next person in line, who will repeat the action. This continues for all teams, until no more "veggie cards" are left. • Next, each team will gather their "grocery bags" and sort their cards from each bag, checking to make sure the correct "veggie card" is in the correct bag. Each correct card is worth 1 point, any card placed in the incorrect bag will be worth no points. • The team with the most points wins that round. **Part 2:** • Students gather as a team and take turns practicing pronouncing each vegetable. Teams can work together to help a teammate having difficulty with a certain letter sound. • From each team pile, each team member will pick 3-4 "veggie cards," picking out at least one or two of their "favorites." • Next, students will gather around the teacher and take turns presenting their favorite veggies and present them to the class, doing their best to pronounce the name of their veggie to the class (if a student is having difficulty sounding it out, help them sound out each letter sound on their card). The class will now collectively repeat the name, then the next student will go. ***Health Education Small Group Activity:*** Provide each student with a copy of the veggie cards and construction paper. Instruct them to pick a vegetable from each letter of the alphabet (so they should have 26 pictures). In small groups, students share their posters and practice pronouncing the different vegetables.
Rationale	*The English language has very distinct sounds, or phonemes, that are combined in different ways to form words. Phonemic awareness is the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. As students become familiar with these words and sounds, they will develop a sense of fluency (the ability to read text quickly). The goal of this activity is to provide practice of these phonemes; but also provide a bridge between word recognition and language comprehension.*

List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Health Education Standard 1:** *Students will comprehend concepts related to health promotion and disease prevention to enhance health.* **Resource:** ***National Health Education Standards*** ***SHAPE America Grade Level Outcomes***
Source / link to materials	Veggie Cards: Veggies A-Z Sorting Cards Resources: Merriam-Webster Online Dictionary USDA MyPlate: U.S. Department of Agriculture

ABCs of Physical Literacy

Explanation of idea/lesson/activity	**The "ABCs" of Physical Literacy:** A written assignment geared towards Middle & High School Students; Distance & In-Person Learning. This assignment provides students the opportunity to research, and improve their reading, writing, and sentence formation skills with the hope of helping them recognize the true value of lifelong health and wellness. After students complete their "book," they will present their findings, either in a video or in-person presentation format.
Grades most appropriate for	Middle & High School
Area of literacy targeted	• Background Knowledge • Vocabulary & Syntax • Reading-Writing connection • Oral Presentation Skills
Materials needed (if any)	The ABC's of Physical Literacy Project Chromebook/Access to technology or library
Directions	**Teacher Directions:** • Determine how this project would work best for your students (in-person, google classroom, group or individual). • Explain the process involved and expectations, including how it will be assessed. **Optional:** Create a slideshow with examples of what students will be creating, including a grading rubric. **Student Directions** (from Assignment): • To create your book, you will select between 3-5 topics from the "A-Z" list below. • After each selected topic you will define the topic in two to three sentences. • Next, you will research and identify between 5-10 informational facts you want your peers to know about this topic. You may use bullet points, number each fact, or include all your facts in paragraph form. • After your facts for each topic, include a few pictures. You may use a variety of fonts and colors to help your book provide visual appeal! • Lastly, you must include a works cited page.

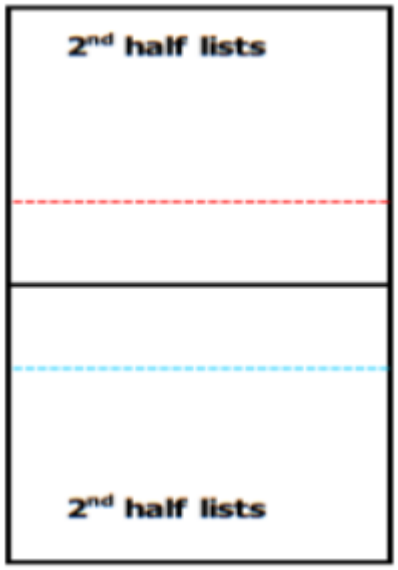
Rationale	Physical Literacy pertains to the **motivation, confidence, physical competence, knowledge and understanding** that provides youth with the movement foundation for lifelong participation in physical activity. Literacy in general is the **ability to read, write, speak and listen in a way** that allows effective communication skills which will help students make sense of the world around them. ***The hope of this assignment is to link both forms of literacy together in a new and unique way.*** By providing students with a list of Health & Physical Education terms from "A to Z" they are empowered to choose topics of interest.
List special area standard this supports	**National Health Education Standard 3:** *Students will demonstrate the ability to access valid information, products and services to enhance health.* **National Health Education Standard 4:** *Students will demonstrate the ability to use interpersonal skills to enhance health and avoid or reduce health risks.* **Resource:** ***National Health Education Standards***
Source / link to materials	**Resources**: PurdueOnline Writing Lab SHAPE America **Assignment Instructions:** The ABC's of Physical Literacy Project

Compound Words Jigsaw

Explanation of idea/lesson/activity	**Compound Words Jig-Saw Game:** This activity will help students blend individual words into compound words using picture puzzle pieces.
Grades most appropriate for	Grades K-2
Area of literacy targeted	• Compound Words • Phonological Awareness
Materials needed (if any)	One or a few sets of: **Compound Words: Piece it Together Picture Cards**
Directions	This activity can be played either as a relay race (each team will need a set of cards), or as a large group activity depending on the number of students. • Students will line up either in teams or as a large group. • Place Compound Word Puzzle Pieces face up on a flat surface one the other end of the room. • Taking turns, one at a time students will run to the playing area, select one card, and run it back to their group. • Once all cards are picked up, as a team, students will work to combine pieces that fit together to make a word. • Once all puzzle pieces are matched up and completed, practice the word on each puzzle piece, blend, and read the word (e.g.,. blue----bird) • Children will self-check since the pieces should fit together like a jigsaw puzzle. ***Adaptations & Extensions:*** • Make a variety of other compound word puzzles using pictures. • While the class is waiting for the next student in line to run and pick up a puzzle piece, have students complete a variety of exercises (jogging in place, jumping jacks, squats, etc.) • Play again with the pieces turned upside down and flip them over, as a memory style game. • **Word Deletion Game:** After teacher introduction, when the cards are **still put together**, students will ask each other to say out loud one compound part without the other. (e.g..,

	"Say toothbrush without brush." or "Say bluebird without bird.") • Each student guessing may pick up the picture that correctly names the missing syllable. • Play until each compound has been split apart.
Rationale	Helping students first recognize each picture that represents a piece of a compound word, will enhance their knowledge on what compound words are. Using pictures allows them not to worry about spelling but rather pictures, eventually leading to compound word recognition. Incorporating exercise will help improve their physical fitness, speed, and reaction time.
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Resource:** ***SHAPE America Grade Level Outcomes***
Source / link to materials	Florida Center for Reading Research: **Compound Words: Piece it Together Picture Cards**

Compound Word Dash

Explanation of idea/lesson/activity	**Compound Word Dash:** This activity will help students blend individual words into compound words using lists containing the first and second half of compound words. Students will work in pairs to attempt to score as many points as possible. The team with the most points at the end of all four rounds wins.
Grades most appropriate for	Grades 3-5
Area of literacy targeted	• Word Recognition
Materials needed (if any)	Wipe boards and dry erase markers (or clipboards, paper, and pencils); one per team. Floor tape or cones to designate center/end of the playing area (see diagram below):  Compound word lists:

Compound Word Dash Lists

First Half List #1	*First Half* List #2	*First Half* List #3	*First Half* List #4
• PEA • HOME • HIGH • RAIL	• TOE • COW • BASE • SAIL • HER • PLAY	• WISH • SUN • MAIL • PITCH • TOUCH • TOOTH • PAY • SIDE	• DOG • CHOP • CAST • PIN • AIR • HEART • OVER • BIRD • CHILD
Second Half List #1	***Second Half*** List #2	***Second Half*** List #3	***Second Half*** List #4
• WORK • ROAD • NUT • WAY	• BOAT • GROUND • SELF • BALL • BOY • NAIL	• SHINE • BOX • FORK • BONE • BRUSH • DOWN • WAYS • CHECK	• AWAY • FIGHT • BROKEN • FIGHT • HOLE • HOOD • BATH • COAT • MAIL

Directions

- Each student will work with a partner and sit back to back on the center line facing opposite walls. Each team has a whiteboard and dry erase marker (or clipboard, pencil, and paper).
- Posted on each wall are identical lists of the second half of the compound words (this is indicated on the
- Teacher will call out the first half of the compound word (starting with list #1).
- One student from each team must write that word down, while their partner runs to their respective wall to search the lists for the correct word ending.
- Once they believe they selected the correct word, they will dash back to their partner, tell them the word, which their partner will write on their board.
- Once their compound word is formed and written on the board, both students will sit down and hold up their board. The teacher will check their board and award points.
- Points will be allotted in order (first team to answer correctly earns 10 points, and so on)
- If a team answers incorrectly, students will switch off and their teammate will run to the wall and try; running back to their teammate, writing the word down and having the teacher check. If they are still incorrect, the teacher may give them clues to help them reach the correct word.
- Next, game will start again until all of the words from list #1 is completed.

	• Now, game will resume using list #2, then the next round list #3, with list #4 as the final round. • Each team must keep track of their total points. The team with the most points at the conclusion of all four rounds wins the title of "Compound Word Dash Champions." ***Adaptations & Extensions:*** • While students are at the center line waiting for their partner to find the correct word, they must complete a variety of exercises (jogging in place, jumping jacks, squats, etc.) until their partner returns back. • As an added challenge, discuss with students the three different types of compound words: 1. **Open Compounds** (Spelled as two words, such as ice cream). 2. **Closed Compounds** (two words joined to form a single word, such as doorknob). 3. **Hyphenated Compounds** (two words joined by a hyphen, such as check-in). *Explain how sometimes, more than two words can join to form a compound, such as merry-go-round.* • Have students create lists, coming up with as many types of compound words they can think of in 2 minutes. Then, have teams share the variety of compound words they came up with.
Rationale	Allowing students to work with a partner provides a great opportunity for students to learn, recognize, and understand various forms of compound words. By working in pairs, this reinforces the concept that a majority of compound words are two words coming together to form one word. By running to find the matching word, students are increasing their cardio endurance and aerobic capacity.
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 3:** *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Resource:** ***SHAPE America Grade Level Outcomes***
Source / link to materials	Florida Center for Reading Research: **Fourth and Fifth Grade Resource Guide**

Reading Relays

Explanation of idea/lesson/activity	Word Scramble Relay
Grades most appropriate for	Grades 2-5; Can be modified for Grades K/1; and more advanced for Middle/High School.
Area of literacy targeted	• ***Spelling*** • ***Word Recognition***
Materials needed *(if any)*	Scrabble letter tiles, or teacher created letters on index cards on, or printed copies of the Letter Recognition Cards resource. If playing with older students, consider using the RIDE Phonograms Cards (on the RIDE Structured Literacy Site, Awareness Tab coming Winter 2021) that contain cards with vowel teams and other challenging sound-symbol associations. **Optional:** Container for scrabble tiles, such as plastic eggs or sealable bags.
Directions	• Split class into small groups (2-3) students. • Each group starts at a cone, then moves to the middle, picks up a letter and runs it back to their group. ***It may make it easier to place each individual letter in a container such as a plastic egg or sealable sandwich bag.* • Students have a set amount of time to get as many letters as possible. • When time is up, students will have a set amount of time to create as many words as possible with their letters on the floor or another flat surface. **Extension:** For a more challenging activity, have students create a crossword style compilation with their letters.
Rationale	*Students can use teamwork to practice building words and in turn improve their spelling and word recognition abilities, while also improving their speed, reaction time, and physical fitness*.
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

	Resource: ***SHAPE America Grade Level Outcomes***
Source / link to materials	Letter Recognition Resource

Irregular Verbs

Explanation of idea/lesson/activity	***Explaining irregular verb endings***
Grades most appropriate for	Grades K-12
Area of literacy targeted	• Language Comprehension • Morphology
Materials needed (if any)	Lists of Regular and Irregular Verbs from Common Core Standards
Directions	• Students receive immediate corrective feedback when they use suffix <-ed> in a word that has an irregular past tense. List of regular verbs from standards: List of irregular verbs:
Rationale	*Many irregular past tense verbs are used by both students and teachers in PE class.* *When students begin the development of morphemes, or the meaningful units of word, they often generalize regular suffixes onto words that are irregular. Offering immediate corrective feedback when students do not use the correct form of the verb will support their oral language development as well as their ability to understand the irregular verbs when they read or spell these words. This is particularly true for young MLLs and students who speak dialects including African-American English (AAE).* *Explicit practice of these irregular past tense verbs can also be incorporated into class games and activities.*
List special area standard this supports	**Standard 1:** *The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.* **Standard 4:** *The physically literate individual exhibits responsible personal and social behavior that respects self and others.* **Resource:**

	SHAPE America Grade Level Outcomes
Source / link to materials	• Catch, Caught • Fall, Fell • Fling, Flung • Give, Gave • Have, Had • Hit, Hit • Hold, Held • Leave, Left • Lose, Lost • Run, Ran • Slide, Slid • Sit, Sat • Strike, Struck • Stand, Stood • Swing, Swung • Take, Took • Throw, Thrown, Threw • Win, Won

Additional Resources

For more resources, please visit the RIDE Structured Literacy page:
https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx

Resource I

There are six *Syllable Types* that words are composed of. You may be interested in using this resource to understand when vowels sounds will be long, short, or controlled by another letter. It is beneficial to introduce students to one syllable type at a time.

Decoding tools used by students with dyslexia:

The Six Syllable types

Open — nō

Syllable ends in a vowel,
vowel sound is long

Closed — nŏt

Syllable ends in a consonant,
vowel sound is short

Vowel-Consonant-e (VCe) — nōte

Syllable ends in a silent *e*
which makes the vowel sound long.

R-Controlled — north

The r 'controls' the vowel and
forces it to make a different sound.

(ar, or, er, ir, ur)

Vowel Team (VT) — need

Two vowels work together to make one sound.
The sound is usually long and often the sound of
the first letter in the vowel team, but there are
exceptions (steak, thief) which are taught explicitly.

(ai, ay, ea, oa, etc)

Consonant-le (Cle) — no*ble*

The unaccented final syllable has a consonant followed by an *le*,
It sounds like the e is a schwa /ə/ between the consonant and the *l*.

Rule Breakers (+)

There are many exceptions to these syllable types including 'Wild Old Kind Ghost' words.

Resource II

Syntax, conjunctions, and transition words

To form a *compound* sentence, two independent clauses must be joined by a comma and a coordinating conjunction. A complete clause has a subject *and* a verb. The coordinating conjunctions are often referred to as the FANBOYS:

For – **A**nd – **N**or – **B**ut – **O**r – **Y**et - **S**o

A *complex* sentence includes an independent clause that must contain a subject and a verb, and a dependent clause that contains a subject and a verb and begins with a subordinate conjunction. Some examples are listed below by the function of the conjunction:

Addition/Sequence	Cause/Effect	Compare/Contrast	Conditionality	Reversal
after also before until when while	as long as as soon as because consequently finally since therefore	as though however likewise nevertheless otherwise similarly whereas	if/then in case insofar only if provided that unless until	although even if even though instead

Transition words can be used to connect sentences together in an essay. Here are a few examples:

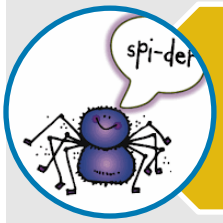
Addition	Argument	Cause and Effect	Contrast
as well, besides, equally important, in addition, in other words, likewise, moreover, similarly	best/worst of all, especially, in fact, most importantly, obviously, of course, understandably	as a result, consequently, for that reason, therefore	however, in contrast, on the contrary, on the other hand, nevertheless, nonetheless
Illustration	**Space**	**Summary**	**Time**
finally, for example, for instance, namely, specifically, such as, that is, to illustrate	across, below, behind, between, in front, near, next to, opposite	accordingly, in conclusion, in other words, in other words, in short/brief, to summarize, thus	after, at last, before, beginning with, currently, during, earlier, eventually

Glossary

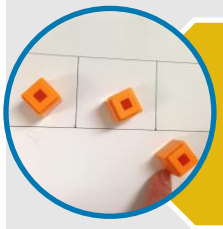
Helpful Words for Decoding:

Decoding - The process of reading words on a page. Decoding develops best when a child practices breaking down words into single speech sounds, then practices attaching them to letters one letter-sound at a time, then practicing to automaticity.

Phoneme: One sound within a word. For example although the word *teach* is spelled with five letters, it contains three phonemes: /t/ /ē/ and /ch/.

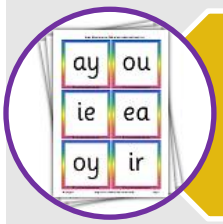


Phonological Awareness: Being aware that words are made of sounds, both the larger, more salient sounds (e.g., syllable, onset-rime) as well as the individual speech-sound level.



Phonemic Awareness: Under the "umbrella" of phonological awareness, phonemic awareness is being aware of the single sounds of letters that blend together to create the word.

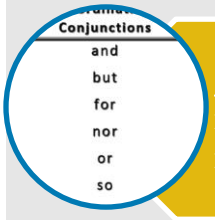
Phonics: Attaching single speech-sounds to letters or groups of letters that make one sound. Students should know that letters represent speech-sounds, or phonemes.



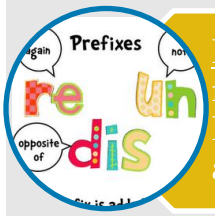
Phonogram or Grapheme A letter or group of letters that together makes one sound unit. Ex: <a> is a phonogram that can say long /ā/ as in *acorn* or short /ă/ as in *cat*, <ai>, <ay> <ei> and <eigh> are all phonograms that can say long /ā/.

Helpful Words for Language Comprehension:

Background knowledge - Research has shown that the more background knowledge students have on specific topics, the more likely it is for them to be successful in comprehending what they read.



Cohesive devices - These small words sometimes have the biggest impact on a student's comprehension no matter their age. These include pronoun referents and words that connect sentences.



Morphology - Our words are made of small units that carry meaning called morphemes (e.g., prefixes, suffixes, bases). Morphology can support student vocabulary develoment as well as student spelling.

Print Concepts - Students benefit from knowting that words represent sounds that when blended together and read from left to right, line by line and page by page, create a meaningful story.

Syntax - Sentence Structure. Reading and writing are highly reciprocal processes, so the more students know about how to write a sentence well, the more they will be able to understand compound and complex sentences when reading.

Text Structures - Students benefit from knowing that texts often follow a structure: narrative, chronological, cause and effect, problem/solution, compare and contrast, or definition/description.

Resources to Learn More about the Science of Reading and Structured Literacy:

RIDE Science of Reading and Structured Literacy Awareness Courses on BRIDGE-RI

RIDE – Structured Literacy

The Defining Movement

International Dyslexia Association – Structured Literacy

Reading Rockets -The Science of Reading

IDA Ontario – The Simple View of Reading and Scarborough's Rope

Nancy Young's Ladder of Reading

Dr. Stanislaus Dehaene – How the Brain Learns to Read