



READING REVELATIONS

The Roberts Center for Learning and Literacy

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6 Syllable types—REVLOC— Decoding Phonics

R-r-controlled,

E- magic e

and now,



TA DA-
REVLOC!!

V- Vowel teams

- The vowels together usually make one sound, as in oak, train, seem, -igh, -eigh, mail, sail, beach, tree, toe

Vowel team examples include oi, oy, ey, oa, oo, ou, ui, and ai. Examples: containing vowel teams: *boil, coat, fruit, head, out* and *rain*. Multisyllabic words that use vowel teams include *author, cartoon, around, explain, remain, payment* and *ideal*.

Resources for examples:
www.busyteacherscafe.com

<http://www.bellaonline.com/articles/art4340.asp>

L- Consonant+le rule

This syllable is always at the end of the word. People, little, puddle, poodle, cattle, turtle, middle.

O- Open—A syllable ending in one vowel is OPEN and the vowel is long and says its own name. (Check for magi e or consonant + le first) A vowel at the end of an accented syllable is long.

Examples: be, me, so.
CV CV CV

And last but not least!

C- Closed- A syllable is closed when a single vowel is followed by most consonants - the vowel gives its short sound. (check for R controlled or vowel team first.) Examples: bat, pad, sit, sat, map, man, dad, set, cot, can, plastic, CVC CVC CCVC/CVC

Next month- rules to live by when spelling and reading.....

Syllable division- do you know where to draw the line? Do you know why?

Santa will tra/vel the skies on December 24th.

Elementary

- <http://www.starfall.com/>
- <http://pbskids.org/arthur/games/storyscramble/index.html>
- <http://teacher.scholastic.com/clifford1/>
- <http://www.tumblebooks.com/>

Middle

- <http://www.angelfire.com/wi/writingprocess/index.html>
- <http://families.owc.edu/parents/ILA/booklist.htm>

High School

- <http://www.americanfolklore.net/>
- <http://www.americanpoems.com/>

Fast Facts

No piece of normal paper can be folded in half more than 7 times.

Earthworms have 5 hearts.

The lion costume in the Wizard of OZ was made from real lion skins.

- *Instead of reading aloud a text, create your information in chart/graphs/visuals and have the students interpret it.*

Internet School Library Media Center (ISLMC) Critical Thinking Page

<http://falcon.jmu.edu/~ramseyil/critical.htm>

Reference and Research

A high level thinking skill, reference and research, is an important skill to master. Recognizing reference materials is the first step, using and applying them to situations is what we are after.

Some strategies for building this skill include asking these types of questions:

- *History is always written by the "winner." What could our texts look like today had the "loser" been the one telling this tale?*

- *Have students categorize/classify characters, concepts, terms - have them explain their process.*

- *Pair your textbooks and curriculum with more real-world articles and ideas.*

- *Have students compare and contrast a magazine/newspaper article to information from their text.*

A fun scavenger hunt about December- learn some real facts you might never have known.
<http://homepage.mac.com/cohora/ext/dechol.html>



Enhancing adolescent literacy achievement through integration of technology in the classroom

“Adolescent literacy achievement across the United States is in crisis. More than eight million students in grades 4 to 12 are identified as struggling readers (Grigg, Daane, Jin, & Campbell, 2003). These students, who perform below grade level in reading and writing, are at high risk for failure in all content subjects and ultimately for dropping out of school.”

Read more of this article:

<http://www.reading.org/downloads/resources/RRQ-42-3-NDR.pdf>

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“Making an impact on learning differences.”

Florida’s Updated Formula for Reading Success 6c+4a+ii+iii

6c= Six Components

Oral language
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension

4a= Types of Assessment

Screening
Progress Monitoring
Diagnosis
Outcome

ii= High Quality Initial Instruction

Motivation
Background Knowledge
Explicit Systematic
Differentiated
Scaffolded
Reading/Writing connection

iii= Immediate Intensive Intervention

Extended Time
Flexible Grouping
Accommodations
More Frequent Progress Monitoring

Clara Barton, "Angel of the Battlefield" and founder of the American Red Cross, born December 25, 1821.

Roberts Center for Learning and Literacy Reading Clinic

The equipment, materials and supplies are all ordered. The tutors are being hired, plans are being made for training, schedules are being set.

What does all this lead to?

The opening of the Roberts Reading Clinic to be housed in Edge Hall at Florida Southern College in January 2009.

The clinic will open to tutor children in grades 1-6, beginning in February, who are referred for their reading struggles. Some of these students will be diagnosed as having the learning difference of dyslexia.

Education majors at Florida Southern will have the opportunity

to assist with tutoring sessions and learn how to help students who struggle to read.

Questions we will work to answer:
What helps these students feel successful? What accommodations do these students need in class? What strategies can teachers use in their classrooms that will help



learning really take place?

“Let us read and let us dance— two amusements that will never do any harm to the world.” Voltaire

Orton-Gillingham based programs, FCRR (Florida Center for Reading Research) ideals and strategies, International Dyslexia Association fact sheets, multisensory techniques along with assistive technology will all be a part of encouraging reading and overcoming the stress and struggle dyslexia brings.

Parent workshops and community awareness seminars and lectures will be offered frequently.

Central Florida is on the map, Lakeland is the hub! Helping with the struggles of dyslexia, an answer to a specific need has arrived. Stay tuned for more details by accessing :
<http://www.flsouthern.edu/robertscenter/lecture.html>