

# Reading Revelations

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THE ROBERTS CENTER  
FOR  
LEARNING AND LITERACY



## Important Facts

- We use letters to write sounds. The written sounds are called phonograms. We use quotation marks to show the sounds letters make.

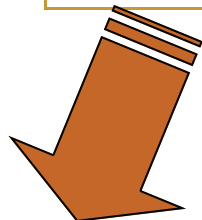
Phonogram	Sound
b	= "b"
ph	= "f"
-dge	= "j"
ee	= "ē"



## Did ya know?

### The Growth of Written Language

- Talking
- Picture Writing
- Pictographs
- Ideograms
- Alphabet Writing



Our alphabet developed first from the Phoenicians, then the Greeks, and finally the Romans.

## Decoding– REVLOC quick review....

### R– controlled words–

bossy r– as in farm, barn, burn– r following a vowel says the name. /r/  
Let's review.

### Any vowel + r may be pronounced "ur"

**-ar** (ends of words): altar, molar, lunar, Oscar, pillar

**-er**: adverse, after, butter, concert, converse

**-ir**: affirm, bird, circumvent, circus, fir, firm

**-or** (ends of words): actor, censor, doctor, flavor, pastor, scissors

**-ur**: fur, hurl, murder, nurse, curve, purse

**-yr**: martyr, myrrh, myrtle, satyr, zephyr

**ar–** is usually pronounced "är" as in the word are.

army, cargo, cart, gardener, scar, scarf, park, yard, spark

**or–** is usually pronounced "ör" as in the word or.

accord, assort, born, cord, corn, sort, torment, horse

### E– magic e—

at the end of a word– the "e" jumps back over the consonant and causes the vowel to be long– says its name make Even with r's!!

**-are "är"** (sounds like the word air)– aware, snare, ware, glare, mare

**-ere "ër"** (sounds like the



Ah! 'Tis the tyme for gud fud. Spelling phonetically is common for individuals with dyslexia.

word ear) adhere, here, severe

**-ire "ir"** admire, afire, empire, fire, retire, tie, wire

We'll take a breather...work on those R controlled words and magic— e!

**V= Vowel teams–** coming soon!

## Vocabulary Strategies that work

Reading is made up of lots and lots of words. Some words are sight or learned words, some words are easy and some are hard. The purpose of learning to reading is to understand the words or vocabulary.

There are several good ways of introducing vocabulary so that your students learn and understand them. One is a Word Splash- Choose a passage, read through the article and pick out the words you think might trip up your students or words that you feel that they do not know the meaning. Put a little different spin on a Word

Splash by taking the topic and placing it in the middle of the board with the words you listed around randomly. Have the students make a copy of their own. Read the passage aloud to the students stopping to elaborate on the words. As you read, tell them to jot down their own definition and also list any other words that may be "strange" to them as you read through the passage. As you interact with the passage and the vocabulary don't lose track of

the meaning.

After you finish with the vocabulary and a good discussion, use the same passage for fluency– time the students for 1 min. reading the passage. Have them count the number of words they read and write it down. Have them re-read the passage several times over the next few days– time them again the 3rd day and count again– they should have improved. Fluency and vocabulary are empowering... try it!



A few resources to check out!

"Take thee to a Punnery" by Letterer, Richard  
"Noisy Poems" by Jill Bennett & Nick Sharratt

[www.brightsolutions.com](http://www.brightsolutions.com)  
<http://www.dys-add.com/>

"MAKING AN IMPACT ON LEARNING DIFFERENCES."

<http://www.flsouthern.edu/robertscenter/>

Sample of what I might see.... Research has proven I try hard!

5 X's  
harder  
than the  
person  
next to me  
that is a  
"normal"  
reader.  
I'm not  
lazy.

*We all see thing the same way.  
We see words in groups or phrases.  
The print is more dominant than the  
background. If the print shows no  
movement. The printed letters are  
EVENLY BLACK. Black print on  
white paper gives the best contrast  
for everyone. White background  
looks white.*

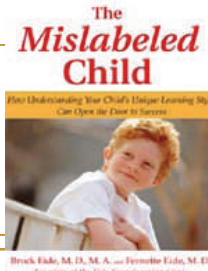
*We all see thing the same way.  
We see words in groups or phrases.  
The print is more dominant than the*

Coming in February:

Lucy Jane Miller—  
Topic: Sensory Processing

NOVEMBER  
13th—

The EIDE's have  
arrived!



The Robert's Center Reading Clinic

Opening in January 2009 at the campus  
of Florida Southern College, Edge Hall—  
contact the Roberts Center for more  
details! 863.680.3019

## Assistive Technology

Language Processing Differences don't often travel alone. Many times individuals also suffer with dysgraphia— a difficulty with the process of writing. An answer to this is to learn to type. Younger children might like programs like SpongeBob typing or Mario Types. They are inexpensive but worth their weight in gold to a child when they learn to type. Laptop not an option and cant' carry around a desktop computer? Try a NEO by AlphaSmart. They are about \$250.00 and enable the student to type, edit, download and present their lessons easily.

As students get older the volume of what they must read grows by leaps and bounds. How to keep up? Over the last few years publishers have produced their text on CD or MP3. Most state school textbook depositories have these and can furnish them to schools for students with language processing difficulties to utilize. MIT uses this concept by using the MP3 format and IPODS.

Another obstacle that students face is taking tests when they can't read the passages or test for that matter. Teachers can accommodate the students needs by scanning the test or passage

into the computer. Using the speech to text option in Microsoft or downloading a free reader, students can have the text read to them while they follow along on a copy and answer the questions.



The Roberts Academy— a third grade classroom design for students with dyslexia i.e. language processing differences is currently in the planning and promoting stages. Opening Fall 2010 you'll want to stay tuned for exciting developments!