

What Does It Mean to Be a Skilled Reader?

Use this companion document to further explore the video topic.



VIEW IT!

Watch the VIDEO titled, What Does It Mean to Be a Skilled Reader?



NOTE IT!

Jot notes in response to the following prompts.

- In what ways is learning to read different than learning to talk?
- Why is it significant that reading comprehension is a <u>product</u> (not a sum) of word recognition and language comprehension in the Simple View of Reading?
- What are your key understandings of the three strands of Word Recognition and the five strands of Language Comprehension in Scarborough's Reading Rope?
- What is your new understanding of what it means to be a skilled reader?



TALK ABOUT IT!

Use the prompts below to discuss your learning with colleagues.

- How does your current ELA instruction address all of the strands of Scarborough's Reading Rope? Identify and discuss specific lesson components that teach the strands.
- Think about your daily schedule. How are you allocating time for each of the strands of the Reading Rope?
- What adjustments to instruction and/or instructional time might be needed?
- Think about your students' strengths and learning needs.
 - What data do you have to determine specific skill strengths and needs?
 - What additional diagnostics might support teaching and differentiating instruction to address students' specific needs?



CHECK YOUR UNDERSTANDING!

Take the **QUIZ** to check your understanding of the topic.







What Does It Mean To Be a Skilled Reader?

The Simple View of Reading

Word Recognition



Language Comprehension



Reading Comprehension

Gough and Tunmer (1986)

What Does It Mean To Be a Skilled Reader? Language Comprehension The Reading Rope Background Knowledge facts, concepts, etc Vocabulary breadth, precision, links, et-Language Structures Verbal Reasoning **Skilled Reading** inference, metaphor, et Literacy Knowledge Word Fluent execution and coordination of Recognition language comprehension and word recognition Phonological Awareness syllables, phonemes, etc. Decoding tic principle, spelling-s Sight Recognition (Scarborough, 2001) of familiar word:

Scarborough (2001)





