



# 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 product (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.



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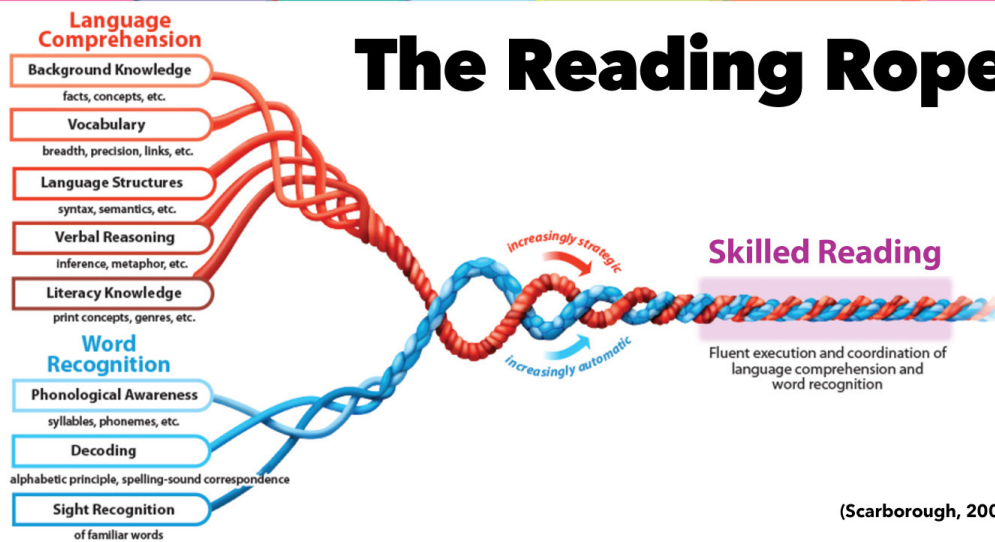
## The Simple View of Reading



Gough and Tunmer (1986)

# What Does It Mean To Be a Skilled Reader?

## The Reading Rope



(Scarborough, 2001)

Scarborough (2001)

