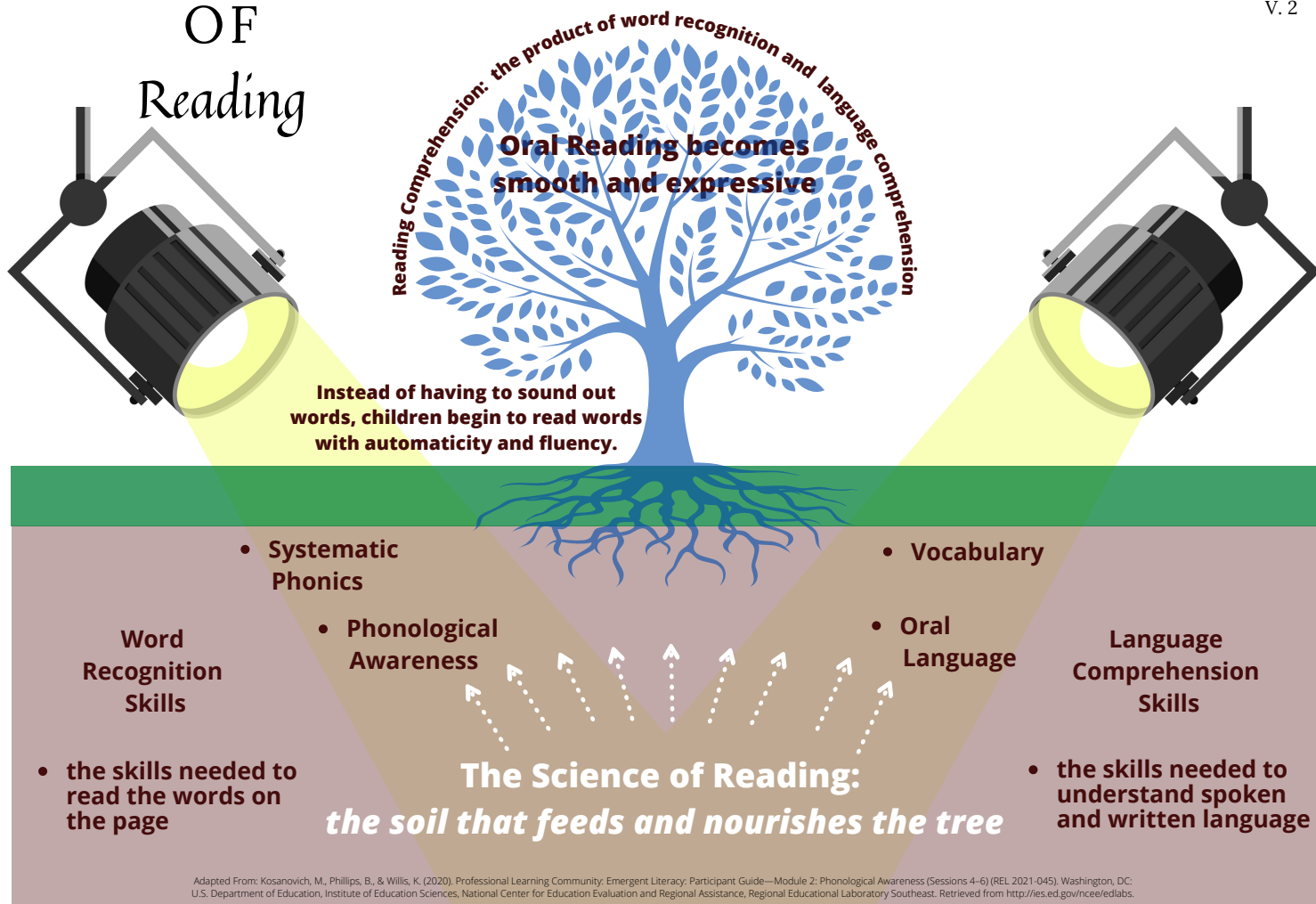


THE SCIENCE OF Reading

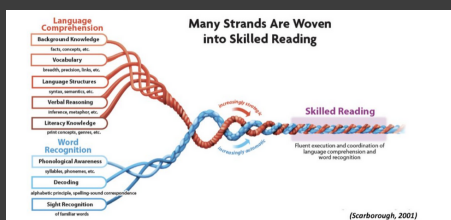
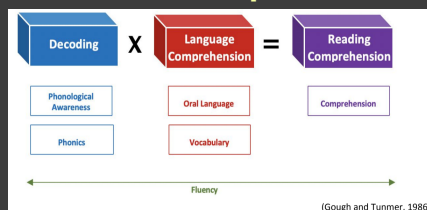


Spotlight On...

Two Theoretical Reading Models that Define the Skills that Contribute to Reading Comprehension and Skilled Reading

New literacy logo highlights the focus on the importance of literacy in NC!
"We know that when students learn to read, they are better prepared to lead and to succeed." Superintendent Truitt

The Simple View of Reading



Scarborough's Reading Rope



Reading Models

based on the Science of Reading



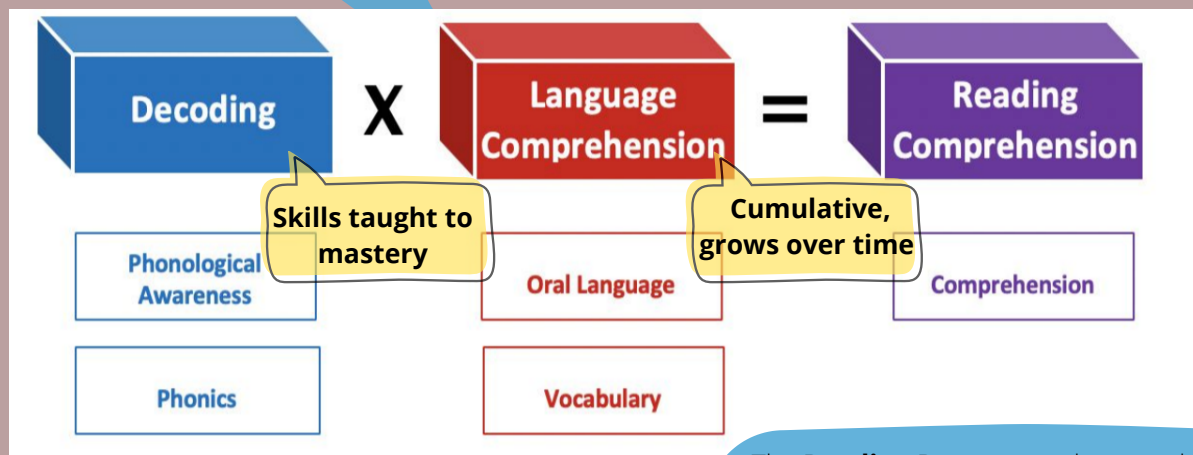
V. 2

There are two Reading Models that are particularly helpful in guiding assessment and instruction aligned with the Science of Reading. These models outline the components educators must teach, and students must learn in order to become skilled readers.

The **Simple View of Reading**, validated by over 150 scientific studies, helps us to see that it takes BOTH **decoding skills** and **language skills** to achieve reading comprehension. No amount of skill in either component can make up for a lack of skill in the other.

The Simple View of Reading

Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. Remedial and Special Education.



The **Reading Rope** expands upon decoding (word recognition) and language comprehension by identifying **sub-skills** necessary to become a skilled reader. While these sub-skills are **interrelated**, each skill can be **assessed** and **taught**.

Scarborough's Reading Rope

