

THE MANY STRANDS THAT CONTRIBUTE TO SKILLED READING

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

- (breadth, precision, links, etc.)
 - LANGUAGE STRUCTURES**
(syntax, semantics, etc.)
 - VERBAL REASONING**
(inference, metaphor, etc.)
 - LITERACY KNOWLEDGE**
(print concepts, genres, etc.)
- ## WORD RECOGNITION
- PHONOLOGICAL AND ORTHOGRAPHIC AWARENESS**

Scarborough's

- connected skills st
measure the various
how do you assess e
asures foundational r

WR / PHONOLOGICAL AND ORTHOGRAPHIC AWARENESS

PHONOLOGICAL AND ORTHOGRAPHIC AWARENESS
*(print concepts: phonemes, syllables, stress;
orthographic patterns: letter to sound and
letter to meaning relationships)*

A decorative graphic on the right side of the slide, featuring a thick, multi-colored braid in shades of yellow, orange, red, and purple, extending from the bottom towards the top right corner.

RIGHT RECOGNITION

- Phonological and Orthographic Awareness
- Phonological awareness is the ability to identify and manipulate the sounds of language. It includes skills such as identifying rhymes, counting syllables, and segmenting words into individual sounds (phonemes). Orthographic awareness is the ability to identify and manipulate the written form of language. It includes skills such as identifying letter patterns, spelling words, and understanding the relationship between letters and sounds.
- Phonological and orthographic awareness are important skills for reading development. Children who have strong phonological and orthographic awareness are better able to learn to read and write. These skills are precursors to skill

PHONOLOGICAL AND ORTHOGRAPHIC AWARENESS
 (print concepts: phonemes, syllables, stress;
 orthographic patterns: letter to sound and
 letter to meaning relationships)

- ding** can be measured by
d-to-letter correspondence
real, nonsense, and pseu

words when decoded) to measure students in Grades 3+ decoding skills.

Students	Lexile®	Word Recog. and Decoding	Vocabulary	Morphology	Sentence Processing	Reading Efficiency	Reading Comprehension
Anderson, Zara	955L	262	243	254	267	253	251
Cline, Sydney	725L	235	260	248	247	245	240

Davis, Forest	810L	252	247	245	250	270	233
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WR / SIGHT RECOGNITION

PHONOLOGICAL AND

- recognition** tests ask students to identify words by asking students to classify words as real or sounds like a real word.

LC / BACKGROUND KNOWLEDGE

- LITERACY KNOWLEDGE**
(pragmatics (intended audience, purpose), print concepts, genres, etc.).
- Background Knowledge** is difficult for students read about volcanoes. ReadAuthentix™, a scenario-based background knowledge tool, allows students to explore the topic before taking part in the lesson.
- | Students | Grade Eq. |
|---------------|-----------|
| Allen, Amanda | 12+ |

Reed, Andre	12+	98	1228	41%	0%	91%
Smith, Bruce	12+	89	1166	35%	2%	75%

LC / WORD-LEVEL SKILLS

The diagram illustrates the relationship between three components of language proficiency, arranged in a triangle. At the top is a blue circle labeled **BACKGROUND KNOWLEDGE** (facts, concepts, etc.). At the bottom left is a green circle labeled **VOCABULARY** (breadth, precision, links, etc.). At the bottom right is a purple circle labeled **LANGUAGE STRUCTURES** (syntax, semantics, etc.). A blue curved arrow points from the background knowledge circle to the vocabulary circle. A green curved arrow points from the vocabulary circle to the language structures circle. A purple curved arrow points from the language structures circle back to the background knowledge circle. To the right of the language structures circle, there is a blue curved arrow pointing upwards and to the right, labeled "increasing strength".

tc.)

- Advanced-Level Skills** include vocabulary. Students rely on their knowledge of words. **Basix™** measures a student's ability to identify synonyms and close
- | Students | Lexile* | Words and Meanings |
|--------------|---------|---|
| Person, Zara | 955L |  |
| me, Sydney | 725L |  |
| vis, Forest | 810L |  |

LC / SENTENCE PROCESSING

- **BACKGROUND KNOWLEDGE**
(facts, concepts, etc.)
- **VOCABULARY**
(breadth, precision, links, etc.)
- **LANGUAGE STRUCTURES**



The diagram consists of three overlapping, curved lines that sweep from the left towards the right. The top line is dark blue, the middle line is teal, and the bottom line is purple. They overlap in a way that suggests a layered or interconnected structure.

Identify the relationships inherent in a

- | Students | Lexile® | Vocabulary |
|----------------|---------|------------|
| Anderson, Zara | 955L | 100 words |
| Chen, Sydney | 725L | 75 words |
| Smith, Forest | 810L | 80 words |
- BACKGROUND KNOWLEDGE**
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

increasingly strategic

Verbal Reasoning relies on the ability to make inferences and unlock the meaning of figurative language. ReadBasix™ measures verbal reasoning through text-based reading comprehension questions that ask students to integrate text information in order to make inferences and draw conclusions

202	243	254
235	262	248

- **BACKGROUND KNOWLEDGE**
(facts, concepts, etc.)
- **VOCABULARY**
(breadth, precision, links, etc.)
- **LANGUAGE STRUCTURES**
(syntax, semantics, etc.)
- **VERBAL REASONING**
(inference, etc.)

LANGUAGE KNOWLEDGE
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

Literacy Knowledge is a skill that is often measured in younger grades. Reading

ASSESSING THE WOVEN STRANDS

Diagram illustrating a DNA double helix structure. A blue arrow points to the right, labeled "increasingly automatic".

Reading Fluency is often measured silently for readers beyond Grade 2. Older readers are expected to process more complex texts in school and on reading assessments. ReadBasix™ measures reading fluency using a timed passage.

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SKILLED READING:
Fluent execution and

Diagram illustrating the process of reading. It shows a sequence of colored loops representing the coordination of word recognition and text comprehension, with an arrow indicating increasing strategic coordination.