

Module 1: The Development of Literacy Skills

There are numerous organizing structures and theories related to how a child learns to read. One such theory, Chall's Stages of Reading Development, asserts that students move through an ongoing developmental process in six stages. Three stages involve *learning to read* (stages 0–2) and the other three involve *reading to learn* (stages 3–5). Not all students will progress in a clearly identifiable manner, and the stages of their reading and spelling development may overlap (Chall, 1967, 1995). Learning more about these developmental stages, which range from prereading to construction and reconstruction, will help you to better understand the skills students need to learn to become effective readers.

Module 2: The Simple View of Reading

One model of reading, the Simple View of Reading, or SVR (Gough & Tunmer, 1986; Hoover & Gough, 1990; Hoover & Tunmer, 2020), proposes that reading comprehension is the product of two necessary components: word recognition and language comprehension. Although there are other important factors related to reading comprehension, these two components are fundamental. Both are necessary for proficient reading. Scarborough's (2001) Reading Rope is another theoretical model that unpacks the components of the SVR and shows how the subskills or strands related to word recognition and language comprehension work together to facilitate reading comprehension. The word recognition strands (phonological awareness, decoding, and sight recognition) represent skills that allow students to become accurate and fluent readers. On the other hand, the language comprehension strands (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) work together to allow readers to become more strategic. These strands weave together to support skilled reading. The SVR and Scarborough's Reading Rope can be used to identify instructional goals based on students' relative strengths and potential difficulties with reading.

Module 3: From Theory to Practice

Understanding the SVR, Scarborough's Reading Rope, and other factors that affect learning to read is the basis for Structured Literacy, which is an equitable approach to literacy instruction. In contrast to equality, where everyone plays by the same rules and under the same conditions, equity means all students receive what they need to have the same opportunity to succeed. Providing equitable literacy instruction means every student receives the resources and instruction that best meet their individual needs. One aspect of equitable literacy instruction, asset-based pedagogy, focuses on students' strengths and celebrates their diverse attributes that add value to the classroom. Using your knowledge of students' strengths, interests, and competencies allows you to provide them with personalized and equitable literacy instruction.

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