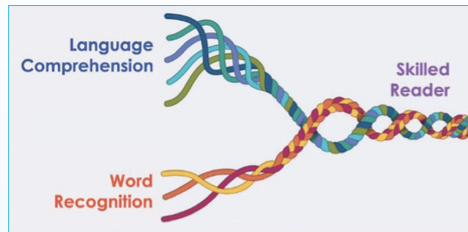


## Reading Intervention Supports



Scarborough's Reading Rope  
(Scarborough, H.S. 2001)

### Language Comprehension

#### Background Knowledge

- Allows readers to sequence events;
- Chunk information with logical connections;
- Build schemata; and
- Activate with rich, engaging materials.

#### Vocabulary Knowledge

- Adds to construction of meaning;
- Points to knowledge constructs that help students interpret meaning; and
- Exposes students to "rich" language.

#### Literacy Knowledge

- Phonemic awareness;
- Awareness of print;
- Active and passive vocabulary and spelling; and
- Reading and understanding.

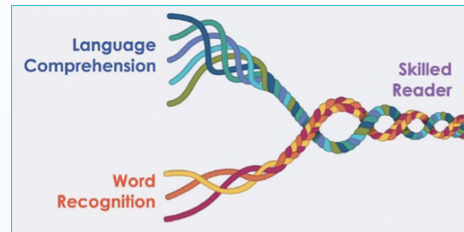
#### Language Structures

- *Content*: what we say; word meanings;
- *Form*: how we say it; word order; word endings and speech; and
- *Use*: why we say it; matching language to the situation.

#### Verbal Reasoning

- Thinking about words and text;
- Solving word problems;
- Following instructions to come up with a solution; and
- Identifying letter sequences and cracking letter-based codes.

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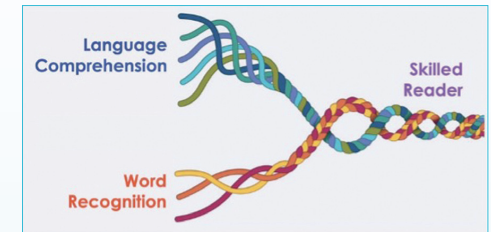
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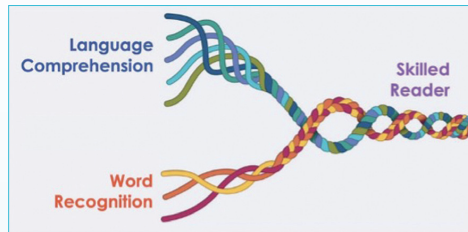
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Scarborough's Reading Rope  
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### Word Recognition

#### Phonological Awareness

- Rhyming and alliteration;
- Words in a sentence;
- Syllables in a word;
- Onsets and rimes; and
- Phonemes.

#### Decoding and Encoding

- Phonics: relationships between phonemes and graphemes;
- Letter: sound correspondence; and
- Alphabetic principle.

#### Sight Recognition

- Orthographic lexicon: sight word memory; and
- Orthographic mapping: decoding words with phoneme-grapheme relationships.

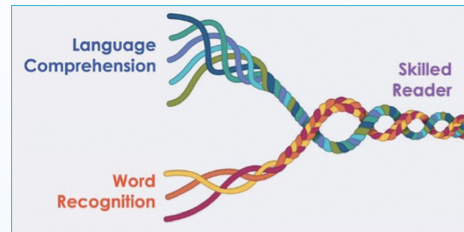
#### Fluency

- Reading with speed;
- Reading with prosody—the appropriate expression or intonation; and
- Automaticity—accurate and automatic word recognition.

#### Vocabulary

- Knowledge of the meaning of words;
- Acquired in infancy through conversations and dialogue;
- Points to knowledge constructs; and
- Academic vocabulary (Tier 2 and Tier 3 words).

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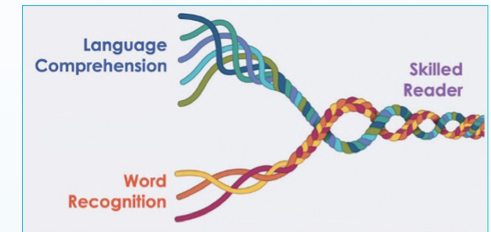
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