

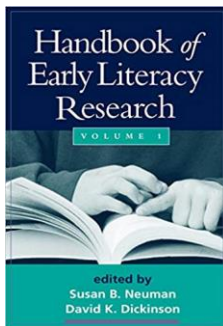
Why Scarborough's Reading Rope is Important

"There is a profound disconnection between the science of reading and educational practice. Very little of what we've learned about reading as scientists has had any impact on what happens in schools..."

Seidenberg, M. (2017). *Language at the Speed of Sight. How We Read, Why So Many Can't and What Can Be Done About It.* Basic Books, pp. 9

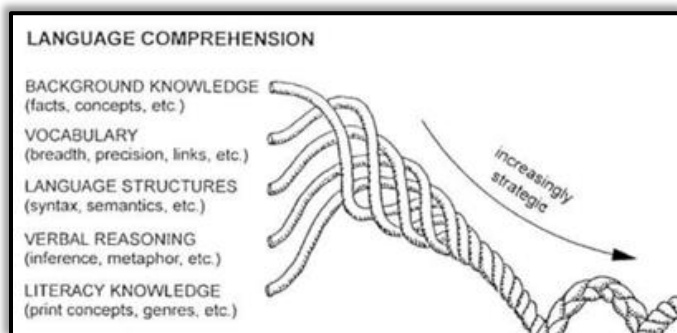
Background for Dr. Scarborough's Rope

- Informed by a meta-analysis of more than 60 years of reading research
- Created to help parents and teachers understand the complexity of reading
- Elaborates on earlier models of reading - Gough and Tunmer, (1986); Seidenberg and McClelland, (1989)



For more information about the work that supported the development of the rope, see Dr. Scarborough's chapter titled *Connecting Early Language to Later Reading (Dis)Abilities*, in the *Handbook of Early Literacy Research* pictured here.

The Top of the Rope



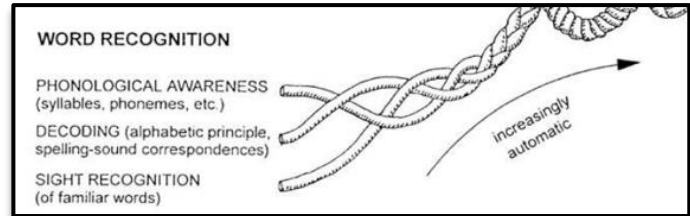
..."the important cognitive-linguistic strands that must be coordinated in place before formal school instruction begins, such that **children who arrive at school with weaker verbal abilities and literacy knowledge are much more likely than their classmates to**

experience difficulties in learning to read during the primary grades."

Scarborough, H. (2001). p. 100, *Connecting Early Language and Literacy to Later Reading (Dis)abilities: Evidence, Theory, and Practice.* In S. Neuman & D. Dickinson(Eds.), *Handbook for Research in Early Literacy* (pp. 97 – 110). New York: Guilford Press

The Bottom of the Rope

- Develop to automaticity (effortless, unconscious application)
- Involves reciprocity – interdependence
- Enables text reading
- Causes disruption in word reading when not developed
- Can be overlooked in older, struggling readers
- Is neglected or underserved by most curricula



Reading is an Invention

“Reading is different: it is a technology, like radio, that came into existence because a person—or possibly several—had the insight to invent it.”

Seidenberg, M. (2017). *Language at the Speed of Sight. How We Read, Why So Many Can't and What Can Be Done About It.* Basic Books, pp. 13.

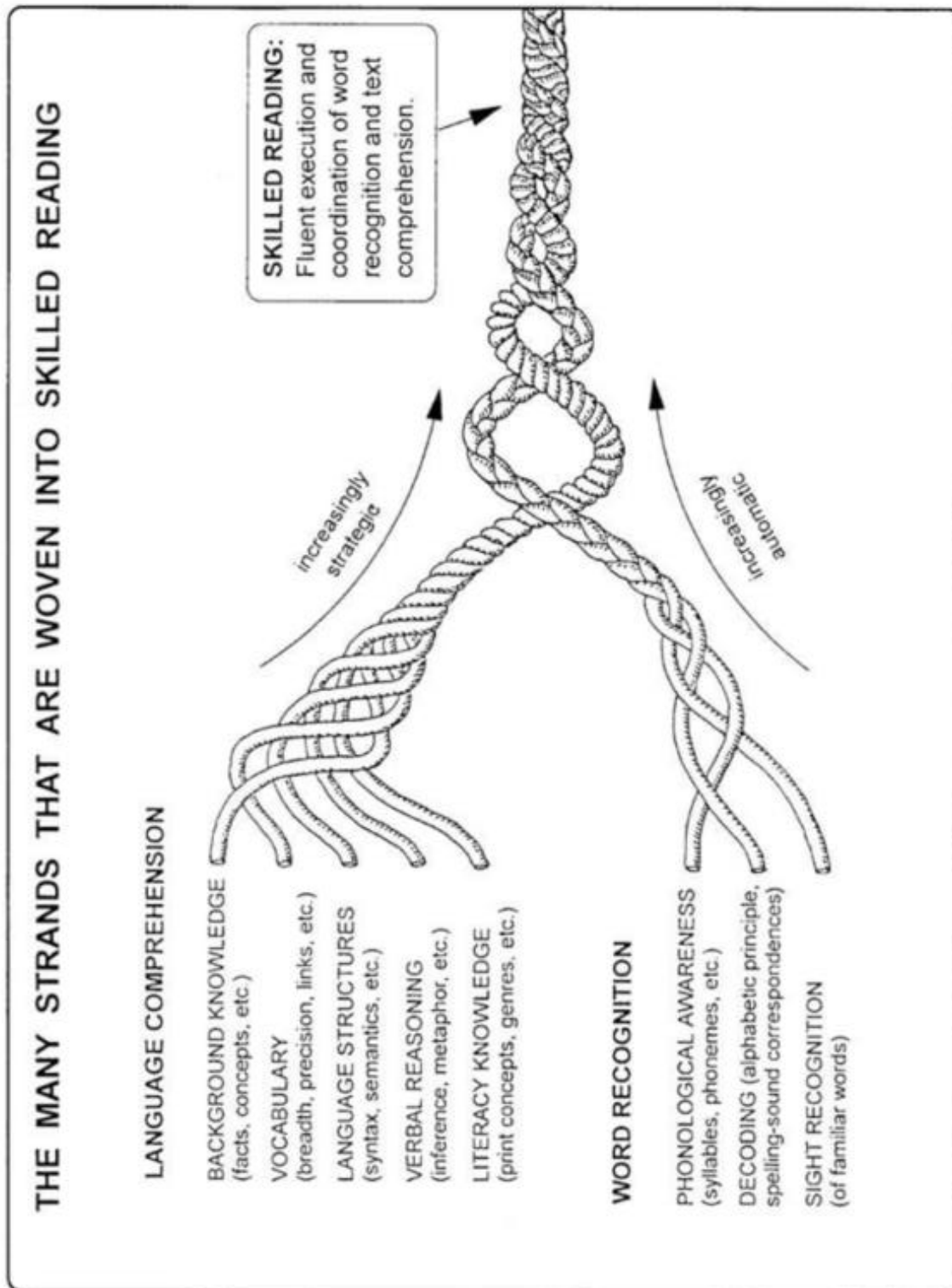
The Importance of Early Success

“Only about **5 – 10% of children** who read satisfactorily in the primary grades ever stumble later, and **65 – 75%** of children designated as reading disabled early on continue to read poorly throughout their school careers (and beyond).”

Scarborough, H. (2001). P. 98, Connecting Early Language and Literacy to Later Reading (Dis) abilities: Evidence, Theory, and Practice. In S. Neuman & D. Dickinson(Eds.), *Handbook for Research in Early Literacy* (pp. 97 – 110). New York: Guilford Press



- Email questions to 95Live@95PercentGroup.com (Subject: Scarborough's Rope)
- Q&A responses & webinar recording: info.95percentgroup.com/scarborough-webinar
- 95Live webinar series: 95percentgroup.com/professional-development/webinars



The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.