



Title: The Language Literacy Network: Say Hello to the Reading Rope’s Better Half

Audience: All K-12 educators, language and literacy specialists, and administrators

Instructional Level: Intermediate

Course Description:

The Scarborough Reading Rope, which unpacks and illustrates the Simple View of Reading, is familiar to almost every professional concerned with the teaching of reading. It’s a useful model that constructively guides practice, but it presents only one half of the story: reading. Literacy is not just reading, but also *writing*.

The Language Literacy Network was created to provide education professionals with a more complete view of literacy. Similar to the Reading Rope, skilled writing is presented as an integrated multi-component process. As illustrated by The Language Literacy Network, writing shares a reciprocal relationship with reading, and both reading and writing share common underlying language processes.

The Language Literacy Network emphasizes the *language* processes of reading and writing. While many other processes are involved (e.g., attention, working memory, executive function skills . . .), reading and writing at its core is *language*: The comprehension and expression of language in its written form.

By including writing, The Language Literacy Network can present a more current view of literacy than offered by the Reading Rope. Specifically with respect to word-level decoding and encoding, The Language Literacy Network infographic highlights the reciprocal relationship and transfer of skills between the decoding and spelling words and the advantages provided by a speech-to-print approach based on current models and research.

This webinar will begin with a review of the key features of the Simple View of Reading (SVR) and the Reading Rope Model. You’ll then be guided through the components of The Language Literacy Network infographic and explore its similarities and differences with the Reading Rope. You’ll realize the practical implications of The Language Literacy Network, including the speech-to-print advantage for literacy and why both reading *and spelling* of words must be taught, and you’ll leave with new insights for evaluating your current teaching practices and for implementing new research.



Learning Objectives:

1. Describe key features of the Simple View of Reading (SVR), the Reading Rope Model, and The Language Literacy Network.
2. Identify similarities and differences between the Reading Rope and The Language Literacy Network.
3. Explain the unique focus and features of The Language Literacy Network.
4. Explain how current research is reflected in The Language Literacy Network infographic.
5. State at least two implications for teaching practice reflected in The Language Literacy Network.

