



Title: The Language Literacy Network: A New Twist on the Reading Rope to Advance Literacy Outcomes

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

Instructional Level: Intermediate

Course Description:

The Scarborough Reading Rope (1992) is familiar to almost every educator. It's widely used today, but it presents only one half of the literacy story: reading.

The Language Literacy Network (2021) reflects how the many language components of skilled reading *and writing* come together at the neural and behavioral levels based on neural-imaging and behavioral research of the last 30+ years since the Reading Rope was created. The Language Literacy Network infographic illustrates the dynamic interaction of many processes of language literacy learning, from discourse-level reading comprehension and written expression to word-level and sub-lexical skills of decoding and encoding, to automaticity in written word recognition and production. This illustration captures the bi-directional reciprocal relationship between reading and writing, especially in the transfer of skills between decoding and spelling.

This session will guide you through the components of The Language Literacy Network infographic and explore its similarities and differences with the Reading Rope. You'll be inspired with 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 and tweaking your teaching practices to align more closely with the current research.

Learning Objectives:

1. Be able to describe key shared features of the Simple View of Reading (SVR), the Reading Rope Model, and The Language Literacy Network.
2. Be able to explain the unique focus and features of The Language Literacy Network.
3. Be able to state at least two implications for teaching practice reflected in The Language Literacy Network.
4. Be able to describe at least one modification of a currently used practice or currently used teaching materials to advance literacy outcomes.