

Figure 2.1 The strands of skilled reading.

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, link, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

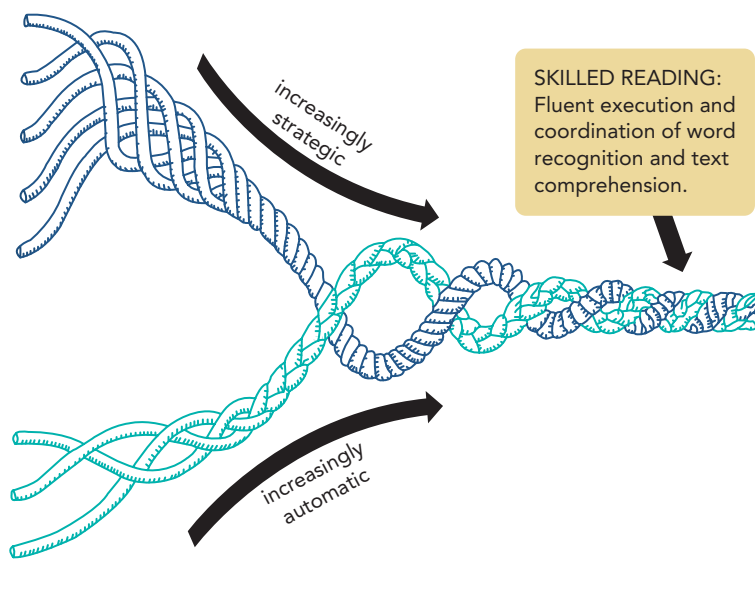
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Source: Scarborough, H. S. (2002). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Newman & D. K. Dickinson (Eds.), *Handbook of early literacy research*, p. 98. Guilford Press. Reprinted with permission.