

One reading architecture. Four interdependent ropes

Signal Reading helps educators locate barriers without teaching strands as isolated prerequisites. Increased support in one rope never means withholding meaningful work in the other three.

01

Decoding

Accurate and increasingly automatic access to printed words through orthographic learning, explicit phonics and encoding, syllable knowledge, morphology, and fluent phrase reading.

02

Comprehension / Language

Construction of meaning through vocabulary, syntax, background knowledge, text structure, inference, connected reading, and integration with what the reader knows.

03

Cognitive Learning

Management of attention, working memory, cognitive load, retrieval, monitoring, strategy use, and self-regulation so learning persists and transfers.

04

Expression

Written and spoken output - from idea and sentence through explanation, evidence, paragraph, discussion, and sustained authorship - that makes understanding visible.

Three governing principles



Simultaneous, not sequential.

The ropes operate together during real reading.



Support follows the barrier.

Increase precision without suspending the other ropes.



One vocabulary across roles.

Coordinate evidence and action across a faculty.