





These readers need very different supports—and identifying these is a matter of understanding specifically what is causing the dysfluency<sup>1</sup>.

## How and when do these skills develop?

Both code-based and meaning-related skills contribute to all students' reading development and text comprehension. Very different parts of a knowledge plan. But?

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where the focus of literacy instruction is most often on code-based skill development. It was once thought that until grade three students were learning to read, and that after grade three they were reading to learn. We now recognize that this distinction is inaccurate—students should always be learning to read and reading to learn, and they must always be learning content if they are to develop adequate content and language knowledge to read proficiently.



