



A Fresh Look at the Science of Reading - Reading Instruction with Purpose and Precision

Facilitator's and Participant's Guide

Duration: 60 – 90 minutes

Audience: K-2 general education teachers, reading specialists, special educators, ESL/ELL teachers

Handouts

1. If You Teach This Way...Add This
2. Scarborough's Reading Rope
3. On the Fly Practice Aid

Session Agenda

Welcome and Overview

Reflection –What is one thing you remember about how you learned to read?

What part of your current approach to teaching reading feels the strongest?

Where do you feel the most uncertainty?

Discussion Prompt: Why “purpose and precision?”.

Course Objectives

In this presentation, we will look at the body of gold-standard research that is represented by the phrase “the science of reading”. This research demonstrates how the brain learns to read. It can be better understood through four frameworks/models, which are all interconnected. A better understanding of the science can help make instruction more purposeful and precise so that every reader can succeed. You will also gain some insight in how NOT to have to replace all the materials you've used in the past.

By the end of the presentation, participants will be able to ...

Define define what we mean when we talk about the Science of Reading	Understand The Simple View of Reading & Scarborough's Reading Rope	Identify The Five Pillars of Reading Instruction	Apply The science to your own instruction
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Slide 2 - Learning Objectives

By the end of this training, learners will be able to:

- Define the Science of Reading and explain its evidence base
- Identify the key components of skilled reading based on research
- Apply instructional practices aligned with the Simple View of Reading and Scarborough's Reading Rope to your own practice.



Slide 3 - What is The Science of Reading?

Definition: The Science of Reading refers to the body of interdisciplinary research from the last 50 years gathered from the fields of cognitive psychology, neuroscience and education that explain scientifically how individuals learn to read and what instructional practices best support reading development. Look at four frameworks to understand the research.

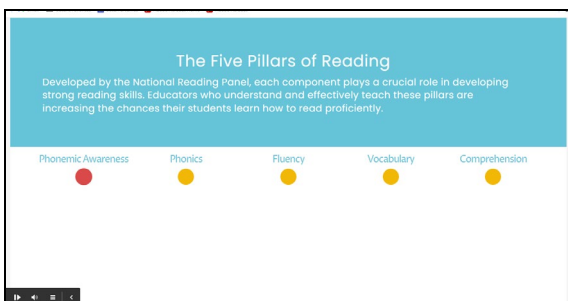


Slide 4 – Traditional vs. Science of Reading

Traditional reading instruction leaves out many skills. It's not very structured and sometimes, not explicit.

Discussion Prompt: Do traditional instructional practices still have value?

Discussion Prompt: What do you think about these older philosophies and practices?



Slide 5 - The Five Pillars of Reading Instruction

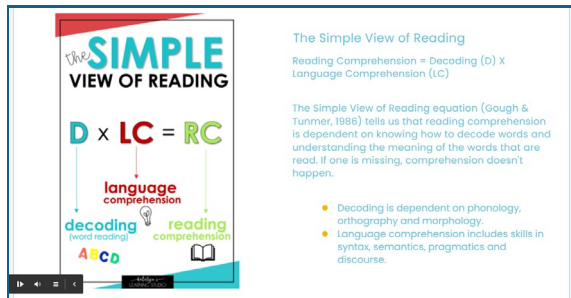
Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

Most of us already teach these. The difference is that teaching doesn't always happen systematically or explicitly.

Discussion Prompt: Which of these components are already strong in your instruction?

Discussion Prompt: Can you think of a learner who could sound out words but have no idea of their meaning? What might have helped?

BREAK



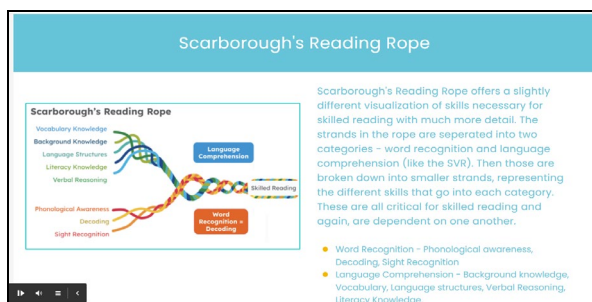
Slide 6: The Simple View of Reading

Reading Comprehension = Decoding X Language Comprehension.

The better developed these two skills are, the more successful reading will be.

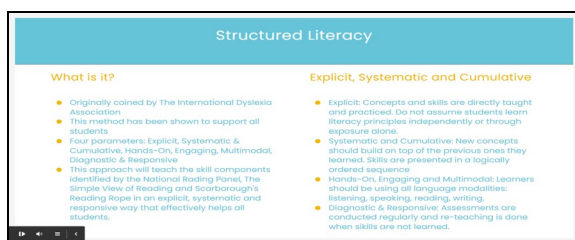
Reflection: Can you think of a learner who could sound out words but have no idea of their meaning? What might have helped?

Slide 7 – Scarborough's Reading Rope



Further breaks down the intertwining processes that must take place for skilled reading to occur. Language Comprehension = Background knowledge + Vocabulary + Language structures + Verbal reasoning + literacy knowledge

Slide 8 – Structured Literacy



Structured Literacy refers to the way we teach reading. It is the overriding philosophy.

Understanding the Science of Reading doesn't mean we have to throw away all the good work we've already done. It means we can refine how we teach.

Definitions

We defined what we mean when we talk about the Science of Reading. We learned about the research that is changing what we know about how reading develops. We explored the Five Pillars, The Simple View, Scarborough's Reading Rope.

Integrations

Good teaching evolves. SoR doesn't erase your current strengths - it enhances them. The next few slides will present ways to adapt your instruction to the SoR way.

Applications

Think about one small change you can make to your reading instruction this week to align it to SoR. You could introduce decodable texts during guided reading or teach phonics systematically and explicitly.

Slide 9 – Putting It All Together Summary

Discussion Prompt: What's one thing you could do tomorrow to bring your reading instruction more in line with the Science of Reading?

Science of Reading Integrations

Teaching Phonological/Phonemic Awareness

- Use oral-only phoneme manipulation
- Do phoneme substitution activities - c/at to b/at
- Very short (2 or 3 minutes) cumulative sessions.

Teaching Phonics

- Repeated oral reading with feedback
- Model fluent reading with prosody
- Regular assessments for accuracy and rate, like DIBELS

Science of Reading Integrations

Teaching Phonics (letter to sound match)

- Systematic and explicit sequence with review built in
- Use aligned decodable texts.
- Cumulative review and scaffolded application

Teaching Vocabulary

- Pre-teach Tier 2 words with visuals
- Limbed words in meaningful context
- Use cumulative thematic text sets

Science of Reading Integrations

Teaching Comprehension

- Build background knowledge via content
- Explicitly teach comprehension strategies
- Use cumulative thematic text sets.

Slides 10, 11, 12 - Ways to Integrate SoR into your instruction

Discussion Prompt: Discuss your own practice and The Science of Reading. Does it seem structured, explicit and cumulative? What will you add?