WCSD Principal Academy

An Introduction to the Science of Reading

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Washoe County School District

Learning Intentions

Today's Learning Intentions

- I am learning about the science of reading and structured literacy so that I can improve literacy instruction at my school site.

Success Criteria

- I will know that I am successful when I can give a summary of the science of reading and identify recommended interventions.

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Why Science of Reading now?

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Nine Components of Teacher Clarity

1. Identifying Concepts and Skills
2. Sequencing Learning Progressions
3. Crafting and Sharing Learning Intentions
4. Constructing and Sharing Success Criteria
5. Including Language Expectations in Success Criteria
6. Determining the Relevance of the Learning
7. Designing Assessment Opportunities
8. Creating Meaningful Learning Experiences
9. Establishing Mastery of Standards

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What is the Science of Reading?

The Science of Reading is evidence from the accumulation of five decades of research on reading acquisition and instruction that has been conducted using gold-standard methodologies. This evidence has:

1. Established our understanding of how students learn to read
2. Identified effective instructional practices for all students in key domains (e.g., phonology, orthography, morphology, etc.), and
3. Clarified instruction for students who have difficulty learning to read.

Lexia, 2024

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The Five Pillars of Reading

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

<u>Turn & Talk</u>: If you could add a "6th Pillar" of Reading for MS students, what would it be?

A Right To Read

The Simple View of Reading

Turn and Talk: What are the components or skills that students use in the Word Recognition (WR) and Language Comprehension (LC) domains? What do these domains look like in action?

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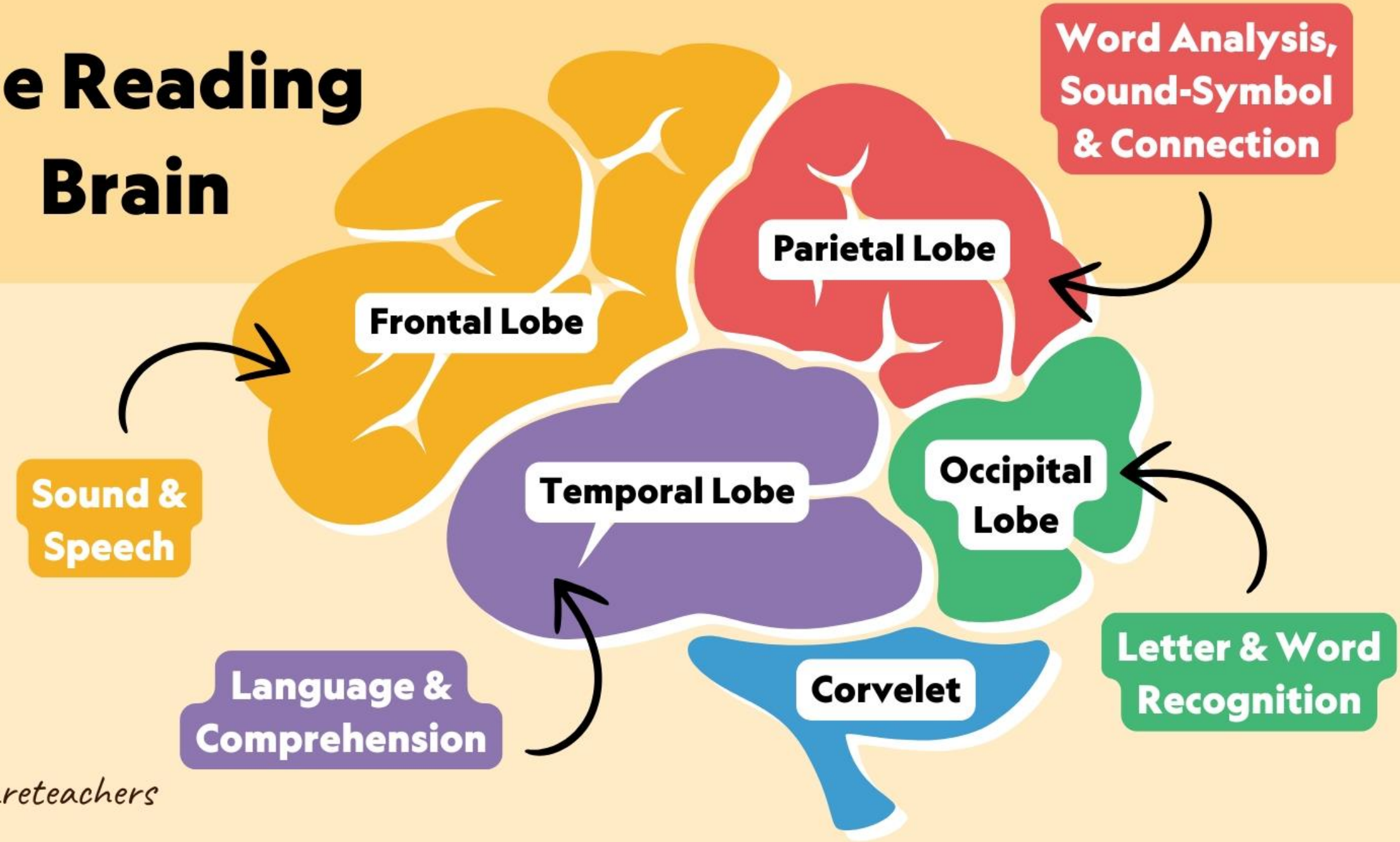
Scarborough's Reading Rope, 2001

Scarborough's "Rope" Model from Handbook of Early Literacy Research by Susan B. Neuman and David K. Dickinson, © 2001 permission of Guilford Press.

The Reading Brain



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Science of Reading vs. Structured Literacy

Science of Reading

The "WHY"
The research from the last 50+ years that covers a wide range of scientific studies on reading, writing, and literacy.

Structured Literacy

The "WHAT" and "HOW"
A current term for the most effective instructional approach to teaching reading that is explicit, systematic, cumulative, and diagnostic.

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Evidenced-Based Practices for Tier I Literacy Intervention

Article Analysis: Conversation with an Author

Imagine you have the opportunity to interview the author. What would you ask her if given the chance?

Step 1: Read the article, stopping periodically to record questions in the blank boxes.

Step 2: Work in a group to determine the FOUR most important questions to ask the author and list them in the final box.

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Our next steps …

Recommendations in this practice guide:

1. Build students' decoding skills so they can read complex multisyllabic words.
   Strong Level of Evidence
2. Provide purposeful fluency-building activities to help students read effortlessly.
   Strong Level of Evidence
3. Routinely use a set of comprehension-building practices to help students make sense of the text.
   Strong Level of Evidence
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.
   Moderate Level of Evidence

IES Institute of Education Sciences

Providing Reading Interventions for Students in Grades 4-9

Practice Guide

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How successful were we?

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