



# THE SCIENCE OF READING

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## A C A D E M Y

### MODULE 1: Defining the Science of Reading

#### Lessons

As educators, you've likely encountered the term "Science of Reading," but its meaning can sometimes be unclear. In Module 1, we will offer a comprehensive overview of what experts define as the "Science of Reading," clarifying common misconceptions along the way. We'll also delve into the tumultuous history of reading instruction, exploring the pedagogical shifts that have shaped our current practices. Finally, we will assess our current reality in reading education and discuss potential next steps for improvement.

- 1: The Truth about the Science of Reading
- 2: The History of Reading Instruction
- 3: Our Current Reality

### MODULE 2: Exploring the Reading Models

#### Lessons

In Module 2, we will delve into various models of reading, each with practical implications for your teaching. We'll start with Gough and Tunmer's Simple View of Reading, a model that simplifies reading into two key components: decoding and comprehension. Next, we'll explore Scarborough's Reading Rope, a model that weaves together multiple strands of reading skills to illustrate the complexity of proficient reading. We'll then cover the Four-Part Processing Model, which outlines the cognitive processes involved in recognizing words and constructing meaning. Finally, we'll discuss the most recent model, the Active View of Reading, which underscores the dynamic and interactive nature of the reading process. These lessons will equip you with the knowledge to inform your effective reading instruction.

- 1: The Simple View of Reading
- 2: The Reading Rope
- 3: The Four-Part Processing Model
- 4: The Active View of Reading

### MODULE 3: Investigating the Reading Brain

#### Lessons

In Module 3, we will investigate the fascinating processes of the reading brain. We will start by exploring the brain's reading regions and identify which areas are involved in the reading circuit. Next, we will examine neuroplasticity and how the brain's ability to reorganize itself impacts reading development and instruction. Finally, we will discuss the self-teaching hypothesis, which explains how children can rapidly learn to read independently once they grasp key concepts. These lessons provide a comprehensive understanding of the neurological foundations that underpin effective reading instruction, giving you a deep insight into the brain's role in reading.

- 1: The Brain's Reading Regions
- 2: Neuroplasticity and the Brain
- 3: The Self-Teaching Hypothesis

## MODULE 4: The Road to Decoding

### Lessons

In Module 4, we will explore the integral components that combine to produce skilled decoders. We will begin with the importance of word recognition and its foundational role in reading. Ehri's phases will help us understand where students are developmentally on their journey to becoming skilled readers. We will discuss the important foundational understandings we must facilitate for our early readers, including phonemic awareness and the alphabetic principle. We will then explore orthographic mapping, the process our brain uses to store words in long-term memory. We will discuss how orthographic mapping can apply to any word students read, including high-frequency words. Finally, we will look at decodable texts and their importance in providing accountable practice with phonics skills. These lessons will equip educators with a comprehensive understanding of the decoding process in reading instruction.

- 1: The Importance of Word Recognition
- 2: Ehri's Phases
- 3: The Alphabetic Principle
- 4: Phonemic Awareness
- 5: Orthographic Mapping
- 6: High-Frequency Words
- 7: Syllabication
- 8: Decodable Text

## MODULE 5: Supporting Language Development

### Lessons

In Module 5, we'll explore the "top half" of Scarborough's Reading Rope as we discuss all things language comprehension. First, we'll discuss the importance of building background knowledge, highlighting how our prior experiences and knowledge shape our understanding of what we read. We will unpack how the structure and meaning of language influence our comprehension. Finally, we'll focus on developing fluency, examining how fluency can be a vital bridging process to reading comprehension. These discussions will provide educators with valuable insights into fostering effective language comprehension skills in their students.

- 1: Building Background Knowledge
- 2: Developing Vocabulary
- 3: Syntax and Semantics
- 4: Verbal Reasoning
- 5: Developing Fluency

## MODULE 6: Executing an SOR Approach

### Lessons

In Module 6, our focus is on practical implementation. Each lesson will focus on five key essentials educators need to translate the research into practice. We'll explore the key essentials for word recognition, language comprehension, sound walls, supporting ELL students, and literacy assessments. Through these discussions, educators will gain valuable insights and practical tools for implementing a Science of Reading approach in their classrooms.

- 1: 5 Essentials for Word Recognition
- 2: 5 Essentials for Language Comprehension
- 3: 5 Essentials for Using a Sound Wall
- 4: 5 Essentials for Supporting ELL Students
- 5: 5 Essentials for Literacy Assessment

