



K-2 Teachers
Session Redelivery Plan
Session 1: Introduction to the Science of Reading

[Slides](#)
[Recording](#)

Session Objectives:

By the end of this session, participants will be able to:

- define the science of reading.
- identify the strands of Scarborough's Reading Rope.
- describe how each strand plays an important role in developing skilled readers.

- **Slides 1-2 - Introduction and Session Objectives**

- **Slides 3-6 - Defining the Science of Reading**

- **Discussion Question:** Why is it important to have a shared understanding of the science of reading?

- **Slides 7-11 - The Simple View of Reading and Scarborough's Reading Rope**

- **Discussion Question:** How do these infographics help you to understand the components of reading comprehension?

- **Discussion Question:** What are the two common components of reading comprehension in both infographics? **(Answer: Language Comprehension and Word Recognition)** How do they impact reading comprehension? **(Answer: Students must be proficient in both areas to be skilled readers; deficiencies in either area will inhibit reading comprehension.)**

- **Engage:** Reflect on your curriculum or the current lessons that you use to teach reading foundations. How is the science of reading reflected in these? Moving forward, what is something you want to do differently to enhance your work and ensure it is aligned with the principles of the science of reading?



Session 1 Notes

Slide 1

Introduction

Slide 2

So, we have three objectives for today's session, and it's my goal that at the end of this session all of you are able to say, "yes, I can do that now!"

So, by the end our our session, it's my hope that you will be able to:

- define the science of reading.
- identify the strands of Scarborough's Reading Rope.
- describe how each strand works together to play an important role in developing skilled readers.

Slide 3

The most important thing for us to start off with today is a clear definition of what the Science of Reading is. Many of you have probably heard about the Science of Reading, and maybe you do have some sense of what it is, but like we mentioned earlier, as the Science of Reading has grown in prominence, so have some maybe less-than thorough definitions of what the science of reading actually is.

In response to this and because of this belief in the importance of having a very clear definition of what "the science of reading" is, Dr. Maria Murray of the Reading League convened a group of experts to come together and craft a definition of the science of reading that truly defines this important topic in a clear and unambiguous way.

A common definition is important because it:

- Support educators and parents as they discern what is and is not in alignment with the Science of Reading
- Assist people in becoming informed and wiser consumers of instructional materials, professional development, and resources
- Impact publishers' and policy makers' decisions as they develop materials and policy guidelines
- Guide people in true educational transformation that will lead to effective practice and sustainable change
- Unify the effort of all stakeholders on behalf of students to ensure the advancement of educational equity

Slides 4-5

- Read through the slides.

Slide 6

Maybe you've heard some of these things - probably the one I hear the most frequently is that the science of reading is just phonics, but it's really so much more than that. And it's important to keep this definition in mind as you begin



preparing for the upcoming school year.

Slide 7

Many of you have probably heard about this idea of “The Simple View of Reading.” You may have seen this infographic, and it’s an important one in understanding the variables that directly impact a students’ ability to engage in skilled reading. The idea here is that reading comprehension is not the sum, but the product of two components-decoding and language comprehension- such that if either one is weak, reading comprehension will be impacted.

No amount of skill in one component can compensate for lack of skill in the other. Think about it - If you multiply anything by 0 - what is your product? The same applies here. You may understand everything that is spoken to you, but if you cannot decode words, you will not be able to comprehend anything you read. At the same time, you may be able to decode, but you struggle to understand the meaning of the words that you are reading - this often happens with kids who are hyperlexic - they can easily read or decode the words, but they have no clue what the words mean. These are also kids who will struggle with reading comprehension.

When we think about decoding, we are thinking about the ability to apply sound-symbol relationships to read words, whereas when we think about language comprehension, we are thinking about the ability to understand spoken language.

While it is a simple view of a developmental process, it’s important to emphasize that skilled reading development is NOT simplistic by any means.

Slide 8

A few years after the Simple View of Reading was developed, Hollis Scarborough developed an even more detailed infographic to help us understand all of the different strands that weave together in skilled reading. Fun fact - Hollis Scarborough was not aware of the Simple View of Reading when she developed the Reading Rope - but they are so aligned! I learned this by listening to Amplify’s Science of Reading podcast with Dr. Jane Oakhill, and I just found that so interesting!!

While the Simple View of reading offers a general picture of the overarching variables that impact reading comprehension, Scarborough’s reading rope is a helpful tool that digs deeper into the subcomponents of decoding and language comprehension. Scarborough’s Rope is a useful tool that shows which foundational components (represented by each strand) are correlated with later skilled reading.

As we notice, the left hand side of this rope shows the many different strands separated. At the top, we have the strands associated with language comprehension, and at the bottom, we have the strands associated with word recognition. As students begin their reading journey, these are truly separate skill sets that we must work to develop. If we focus exclusively on one area, the child will struggle to ultimately comprehend what they read.



As readers become increasingly automatic with word recognition, and increasingly strategic with language comprehension, these strands weave into a single rope representing skilled reading.

The reading rope can also be a helpful guide for identifying areas that may be inhibiting reading growth.

Slide 9

As we noticed, the rope is divided at first into two areas - the areas reflected in the Simple View of Reading - language comprehension and word recognition. Teachers must build students' skill in each of these areas from the youngest ages to grow students as truly skilled readers. By not focusing on either area, you are not supporting students' ability to comprehend the texts that they will one day be able to read.

When it comes to the language comprehension side, this is where we are addressing the following areas:

We are going to address them in-depth in later sessions

Background Knowledge - the facts, concepts, and knowledge that a child has that support them in making meaning of a text that they read

Vocabulary - refers to the breadth of a student's vocabulary, the precision, and the links that they can make. As students are exposed to more vocabulary through read-alouds and conversations, they are able to interpret them more readily in other texts that they read.

Language Structure - the syntax or grammatical structures of sentences and semantics refer to the interpretation and meaning of the words, sentence structure, and symbols

Verbal Reasoning - does the student understand more deeply what is being read - can they "read between the lines" - make inferences, understand metaphors, etc.

Literacy Knowledge - does the student understand print concepts, different genres, etc.

These strands reflect the important skills associated with language comprehension.

Slide 10

The other area of the rope is the word recognition - this is when we are addressing the following areas:

Phonological Awareness - a broad skill that includes identifying and manipulating units of oral language - parts such as words, syllables, and onsets and rimes. Phonemic awareness, more specifically, involves the identification and manipulation of phonemes in words. This is something that can be done in the dark.

Decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a printed word - this cannot be done in the dark!



Sight Recognition - This is what happens when our brain begins to orthographically map particular sound spellings such that we are able to process them automatically. It's not to be confused with sight words where, in the past, students were called upon to memorize lists of words - some decodable, some with less common uses of code.

Slide 11

As the strands associated with word recognition become increasingly automatic and the strands associated with language comprehension become increasingly strategic, they weave together to reflect skilled reading - the fluent execution and coordination of word recognition and text comprehension.

As students become skilled readers, they are able to read and meaningfully engage with complex texts.

Struggles with any of the strands of the rope will inhibit students' movement to skilled reading.

Slide 12

Read through final thoughts.

Develop systems to identify and monitor students' progress on these strands.

Don't minimize the importance of the language comprehension strands - particularly in the earliest grade levels where it might be easiest to focus on word recognition.

Develop your understanding of the nuances of the code - this will help you help your students!

Slide 13

Read through Engage question and encourage participants to respond to question either verbally or in writing.