



Leader Session 1
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.
- understand the importance of building teacher knowledge around the science of reading.
- become familiar with two widely recognized theoretical models of proficient reading (Simple View of Reading and Scarborough's Reading Rope)
 - identify the two main components of the Simple View of Reading.
 - identify the strands of Scarborough's Reading Rope and how each strand supports reading development.
- **Slides 1-5 - Literacy Division Mission and Summer PD Sessions for Leaders and Teachers**
 - **Discussion Question:** How can summer sessions for teachers and leaders provided by the LDOE support planning for the upcoming school year?
- **Slides 6-8 - Defining the Science of Reading**
 - **Discussion Questions:** Why is it important to have a shared understanding of the science of reading? How can we better support teachers by expanding our knowledge of the science of reading?
- **Slides 9-11- The Importance of Building Teacher Knowledge of the Science of Reading**
 - **Discussion Question:** What structures are currently in place to support the enhancement of teacher knowledge aligned to best practices in effective literacy instruction?
- **Slides 12-15 - The Simple View of Reading, Scenario 1**
 - **Discussion Questions:** What are the two components of reading comprehension using the Simple View of Reading infographic? (Answer: Language Comprehension and Decoding) Review the scenario about James. What component of reading comprehension did he have a challenge with most? (Answer: Language Comprehension) What impact did it have on reading comprehension? (Answer: His inability to gain meaning from text may indicate an issue with language comprehension.)
- **Slides 16-21 - Scarborough's Reading Rope, Skilled Reading, Scenario 2**
 - **Discussion Questions:** What are the two components of reading in Scarborough's Reading Rope? (Answer: Word Recognition and Language Comprehension) How is this similar to the Simple View of Reading? (Answer: The components of Word Recognition (Decoding) and Language Comprehension are the same.) Review Scenario 2. What indicates that James may have difficulty with a specific strand of language comprehension? (Answer: The teacher's awareness that James has more difficulty when information is not explicitly stated may indicate that he has difficulty with the Verbal Reasoning strand of rope.)



- **Slides 22-23 - References and Reflection**

- **Discussion Questions:** Think about the curriculum currently used to support the foundations of reading instruction in your school or district. How is the curriculum aligned to the science of reading? What activities are planned to support teachers in enhancing their understanding of the science of reading? What activities do you plan to add to your PD calendar to support literacy instruction aligned to the science of reading?

- **Additional resources to support teachers with effective literacy instruction:**

- [Literacy Library](#)
- [Summer PD Sessions for Leaders](#)
- [Summer PD Session for Teachers](#)