The Science of Reading

Study & Action Guide: Improving Your Multi-Classroom Leadership Team’s Instruction
Objectives

- Review basic components of reading research.
- Plan the steps your team will take to assess reading instruction and improve rapidly.
- Locate information, assessments, and lesson activities in the Barksdale Reading Universe tool.
- Take action! Identify clear improvement steps with reading instructional team.
How can teachers use the components of the simple view of reading to improve their teaching practices?

SVR in Action:

Decoding
- Phonological Awareness
- Phonics
- Sight Words

Language Comprehension
- Background Knowledge
- Language Structures
- Vocabulary

Reading Comprehension

Fluency
Standard Process: Improve Reading Instruction Over 1 Year

Multi-Classroom Leaders: Adopt or adapt this **standard process for improving reading instruction** with your teaching team over a year, using the **Barksdale Reading Universe** table (slide 7):

1) **Plan your approach:**
   - **Prioritized**: Identify weakest areas, make a prioritized list, and move team through table in that order; identify action steps as you go. Timing: Varied
   - **Comprehensive**: Work through table from upper left to lower right, one cell of table per week; identify action steps as you go. Timing: One school year

2) **Schedule team time** (such as 1 hour on Fridays)

3) **Introduce team to the Science of Reading** using *The Science of Reading—Introduction* slide deck or Barksdale’s overviews (top bar of **table**). Time: 2 hours of team reading/discussion

4) **Introduce your team to the Barksdale Reading Universe table and tools** for improving instruction based on the science of reading (see slides 5–8) Time: 1 hour of team time

5) **Weekly, use the Standard Weekly Agenda** (slide 9) to study and improve. Time: 1 hour/week
The Barksdale Reading Institute was founded in 2000 with the mission of dramatically improving the quality of reading education in Mississippi’s schools. A key part of its mission is to expand teachers’ knowledge of reading instruction through professional development grounded in the science of literacy.

“Strong, literacy-minded leadership in every public school and dedicated, creative, literacy-minded teachers in every classroom.”
## Reading Universe

<table>
<thead>
<tr>
<th>The Reading Universe tool is:</th>
<th>The Reading Universe tool is not:</th>
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</thead>
<tbody>
<tr>
<td>![Tick] A tool that breaks down the Simple View of Reading into reasonable chunks for educators</td>
<td>![Cross] A scope and sequence for teaching reading</td>
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<tr>
<td>![Tick] A source of resources to use to supplement your reading curriculum</td>
<td>![Cross] A curriculum</td>
</tr>
<tr>
<td>![Tick] A teacher-facing tool</td>
<td>![Cross] A student-facing tool (though some materials may be used with students)</td>
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</table>
Barksdale Institute Reading Universe

To access the Reading Universe, visit readinguniverse.org/graph
Guest Password: abc123
Explore The Reading Universe

• Take 10 minutes to click on Beginning Phonics in the middle of the table.
  • What is meant by this component? (Skills Overview text)
  • Click on the highlighted video demonstration
  • How might you assess student skill in this area? (Bottom right of Skills Overview)
  • What types of lessons/activities support student learning in this area? (Structured Literacy Tools section)
  • Where is the tool to assess your curriculum? (Phonics Core Program Evaluation, lower left of middle section)
  • What other resources are available? (Bottom of page)

Share one new thing you learned with your team.
Multi-Classroom Leaders: Using the standard team process to **take action to improve reading** instruction using the [Barksdale Reading Universe](#) table, adopt or adapt this standard weekly agenda.

For each Barksdale Reading Universe table cell:

1. **Do your lessons and instructional methods:**
   - ☐ Fully address this component of reading instruction?
   - ☐ Partly address, with some improvements needed?
   - ☐ Not address the component of reading instruction?

2. **If partly or not:** What 1–3 specific actions will your team take to improve immediately? Consider changes in:
   - a) Your core curriculum and lessons
   - b) Student assessments
   - c) Supplementary materials for teachers/students
   - d) Instructional methods w/ whole class, small groups and individual students
   - e) Preparation/practice for teachers before lessons
   - f) Other

3. **Make an action plan** with clear steps, roles, and deadlines. See Action Planner, slide 10.

<table>
<thead>
<tr>
<th>Change Needed</th>
<th>Key Steps to Make Change (list &amp; number)</th>
<th>Who Does Each Step (number)</th>
<th>Target Date to Complete Each Step</th>
<th>Check Here When Completed</th>
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Sources

- Barksdale Reading Institute: [https://msreads.org/](https://msreads.org/)