

**Objective of this slide:** Welcome and introduction

**Facilitator says:**

- Welcome to this Science of Reading study and action guide, intended to help multi-classroom leaders, their teaching teams, and other teachers identify improvement opportunities in their reading curriculum, lessons and instructional methods, based on the best, latest research about what students need to advance their reading skills and comprehension.
- This resource was designed by Public Impact, but the core content is from the Barksdale Reading Institute, whose work has helped make Mississippi the state with the highest-growth student learning in reading in the U.S. for well over a decade.
- Using this slide deck, action planner, and tools from the Barksdale Reading Institute, you and your team can improve reading instruction and student learning growth. The goal is rapid, widespread improvement in your students' learning.
- For more background, see *The Science of Reading—Introduction: Understanding the Simple View of Reading*, a slide deck also available on OpportunityCulture.org. There, you can learn more about the research-based, simplified “science of reading” and the myths and disproven theories about what it takes to learn to read that reduce reading growth for many students.

A slide titled "Objectives" with a teal header. The slide contains four checklist items, each with a checkmark icon in a square box. The footer includes logos for "PUBLIC IMPACT" and "OPPORTUNITY CULTURE" (An Initiative of Public Impact) along with the text "2019 | 2".

**Objectives**

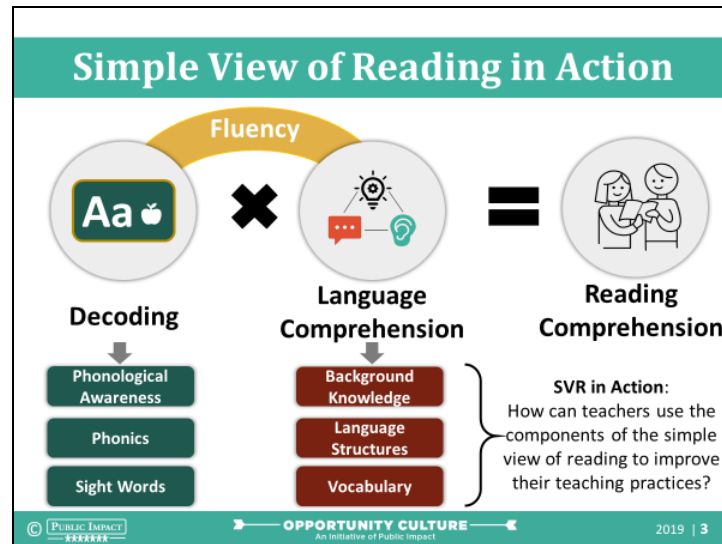
- Review** basic components of reading research.
- Plan** the steps your team will take to assess reading instruction and improve rapidly.
- Locate** information, assessments, and lesson activities in the Barksdale Reading Universe tool.
- Take action!** Identify clear improvement steps with reading instructional team.

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**Objective of this slide:** To introduce the study guide’s objectives

**Facilitator says:**

This slide deck helps you launch and continue team instructional improvement in reading.

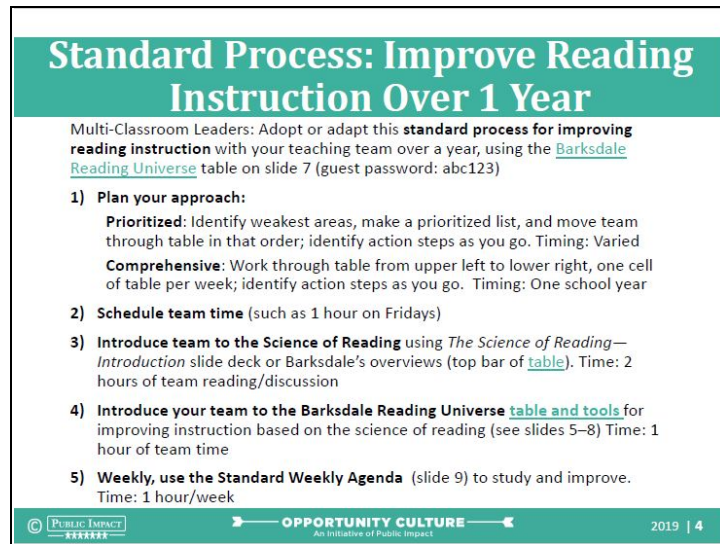


**Objective of this slide:** To provide a brief overview of the simple view of reading research and connection to the Reading Universe tool

**Facilitator says:**

- Reading research indicates that two critical components contribute to children's ability to read:
  - Decoding
  - Language Comprehension
- When students possess strong skills in the sub-elements you see here, research indicates that they are more likely to develop excellent reading comprehension. Teachers can use a breakdown of the simple view of reading to identify areas of growth for their readers.
- If you have not already read about the simple view of reading research, either see the slide deck *The Science of Reading—Introduction* on OpportunityCulture.org or use the background materials provided by Barksdale (presented later in this deck). This will help you understand why explicitly teaching each set of skills listed here—supported by research, rather than conjecture and anecdote—is critical to helping the most students make the highest learning growth. In addition, these materials will help you avoid common reading instructional strategies based in misconceptions about learning to read, so that your students can make the most learning growth now and in the future.



Source: Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and special education*, 7(1), 6-10.



## 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 on slide 7 (guest password: abc123)

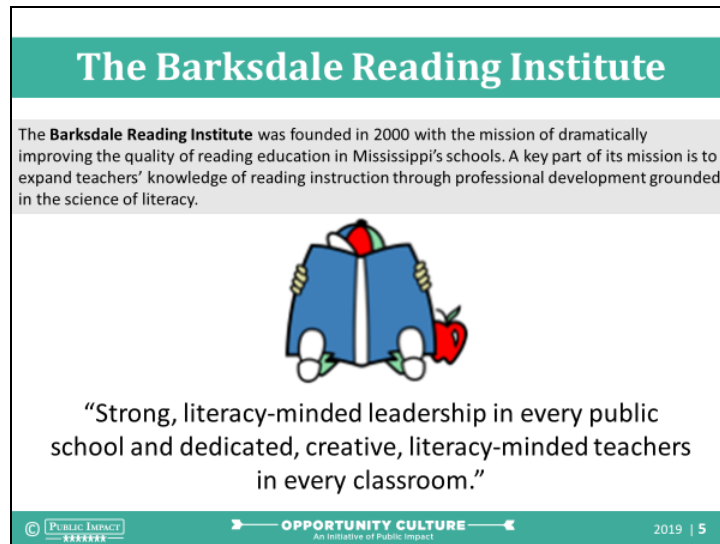
- 1) Plan your approach:**
  - Prioritized:** Identify weakest areas, make a prioritized list, and move team through table in that order; identify action steps as you go. Timing: Varied
  - Comprehensive:** Work through table from upper left to lower right, one cell of table per week; identify action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

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**Objective of this slide:** To provide MCLs with major steps for planning the process of improving reading instruction


**Facilitator says:**

Here you can see a standard process for improving reading instruction over a year.



**The Barksdale Reading Institute**

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.”

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**Objective of this slide:** Introduce the Barksdale Reading Institute

**Facilitator says:**

- The Barksdale Reading Institute was founded in 2000 with the mission of dramatically improving the quality of reading education in Mississippi's schools. One key part of that mission is to expand teachers' knowledge of reading instruction through professional development focused on instructional practices grounded in the science of literacy. To that end, the institute created the Reading Universe, a website that contains an outline of the components of literacy instruction. Each component links to a page that provides background information on the component, videos of classroom instruction related to the component, and further links to assessments and lesson plans about the component.
- The institute was instrumental in achieving policy changes that require reading instruction in Mississippi to include the science of reading that you will find presented next, contributing to Mississippi's nation-leading student learning growth in reading.

Reading Universe	
The Reading Universe tool is:	The Reading Universe tool is not:
<input checked="" type="checkbox"/> A tool that breaks down the Simple View of Reading into reasonable chunks for educators	<input checked="" type="checkbox"/> A scope and sequence for teaching reading
<input checked="" type="checkbox"/> A source of resources to use to supplement your reading curriculum	<input checked="" type="checkbox"/> A curriculum
<input checked="" type="checkbox"/> A teacher-facing tool	<input checked="" type="checkbox"/> A student-facing tool (though some materials may be used with students)

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**Objective of this slide:** To provide context about the Reading Universe tool so that MCLs and their teams can use it most strategically

**Facilitator says:**

- Reading Universe is a tool that breaks down the simple view of reading into reasonable chunks for educators, using a table that you will look at next. It is a rich source of resources for learning about each component of reading, locating assessments related to each component, and finding lesson plans and activities to supplement your curriculum where necessary.
- It is not a scope and sequence or curriculum for teaching reading. Reading instruction should be tailored to students' needs, and beyond early reading instruction (grades pre-K–2), every child may not need to be explicitly taught each component as presented. However, all reading teachers should be equipped to teach each skill in a skilled and systematic way when needed and should presume that most students need such instruction; this resource provides the materials to do so.
- For the best results, start with a high-standards, differentiation-ready reading curriculum. See Public Impact's curriculum guides to free and low-cost curricula here: <https://www.opportunityculture.org/instructional-excellence-tools/>
- Most curricula need supplementation to fully incorporate the science of reading.

**Barksdale Institute Reading Universe**

To access the Reading Universe, visit [readinguniverse.org/graph](http://readinguniverse.org/graph)  
 Guest Password: **abc123**

CONCEPTS OF PRINT		PHONOLOGICAL AWARENESS		PHONICS		FLUENCY		ORAL LANGUAGE		VOCABULARY		COMPREHENSION	
Basic Book Parts	Syllables	Alphabetic Principle	Accuracy	Receptive Language	Levels of Understanding								
Directionality	Onset and Rime	Regularly Spelled High-Frequency Words	Rate	Expressive Language	Strategies of Critical Thinking								
Print Structure	Articulation	Beginning Phonics (Short vowels)	Expression	Knowledge of Words	Products of Comprehended Text								
Text Features	Phonemic Awareness	Advanced Phonics (Long vowels, etc.)	Irregularly Spelled High-Frequency Words	Morphology									
				Syntax									
				Pragmatics									

EARLY WRITING & ENCODING - COMING SOON

STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative

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**Objective of this slide:** To introduce a key resource from the Barksdale Reading Institute to help MCL and team identify weaknesses in curriculum and instruction and close gaps fast

**Facilitator says:**

Reading Universe is a layered tool. Follow these steps to get acquainted!

- **Skim the summary table PDF** to see how the skills required for proficient reading fit into the larger picture. The image here is a screenshot of this summary tool on the landing page. *Note that in the PDF version on the website, you cannot click through to the instructional tools. You must log in to obtain the clickable table.*
- **Log in to the website to obtain a clickable version of the table:** Click on the hyperlink that you will find on the page with the PDF table. Enter the password “abc123”.
- **On each tile** in the clickable version of the table, you can click through to obtain the following items. Use the next slide to explore before you start identifying your instructional improvements.
  - An explanation of the component (Skill Overview, upper right)
  - Video examples of instruction (upper left)
  - Structured literacy tools, including:
    - An evaluation tool to identify gaps in your curriculum (lower left),
    - Assessment tools to use with students (at the end of the component explanation in upper right), and
    - Lessons and activities to supplement missing or weak elements of your curriculum: the middle section with headers Sequential & Cumulative; Systematic & Explicit; and To Mastery.
  - Additional resources at the bottom of the page

**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.

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**Objective of this slide:** To provide users with a moment to explore the Reading Universe tool and prepare to share what they found

**Facilitator says:**

- Take 10 minutes to explore the Reading Universe. Click on the link on the previous page and navigate to the Reading Universe homepage. You will need to enter the password abc123. Follow the instructions on the slide.
- If you are studying with a team, when you are done share one helpful thing you learned, either about beginning phonics instruction or about the Reading Universe resources.




## Standard Weekly Agenda to Improve Reading Instruction Over a Year


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	d) Instructional methods w/ whole class, small groups and individual students
b) Student assessments	e) Preparation/practice for teachers before lessons
c) Supplementary materials for teachers/students	f) Other
3. **Make an action plan** with clear steps, roles, and deadlines. See Action Planner, slide 10.
4. Next time, reflect: Do you need more changes? Use Action Planner.

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**Objective of this slide:** To provide MCLs and their teams with a standard process and agenda to study each element of reading science and make teamwide instructional changes that reflect the science of reading

**Facilitator says:**

- MCLs should lead regular study and action planning sessions with the teaching team using this agenda.

Action Planner				
Change Needed	Key Steps to Make Change (list & number)	Who Does Each Step (number)	Target Date to Complete Each Step	Check Here When Completed

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**Objective of this slide:** Plan action steps to improve reading instruction

**Facilitator says:**

- Using this format, record each step needed to improve reading instruction (using your preferred program—Word, Excel, Google Docs/Sheets, other). Move completed actions to the bottom of the list.

1

## Sources

- Gough, P. B., & Tunmer, W. E. (1986). Decoding, reading, and reading disability. *Remedial and special education*, 7(1), 6-10.
- Barksdale Reading Institute: <https://msreads.org/>

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