**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.
**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.

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.
**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 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.
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.
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
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.
**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.
### 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.

<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sources

- Barksdale Reading Institute:483px(519,264),(673,304)