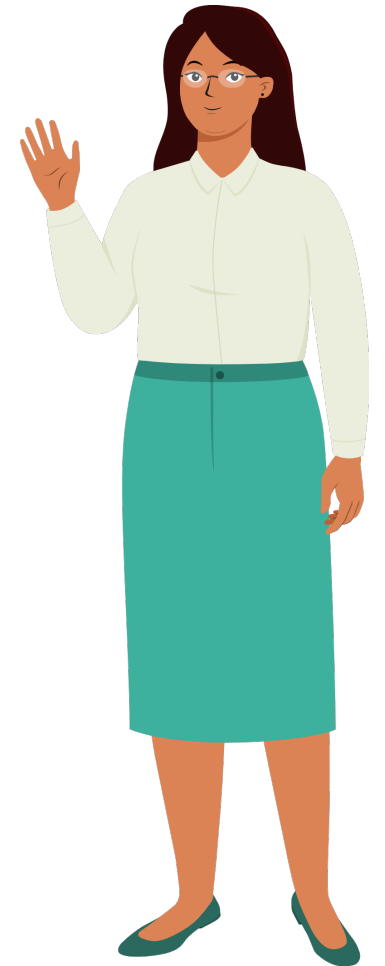




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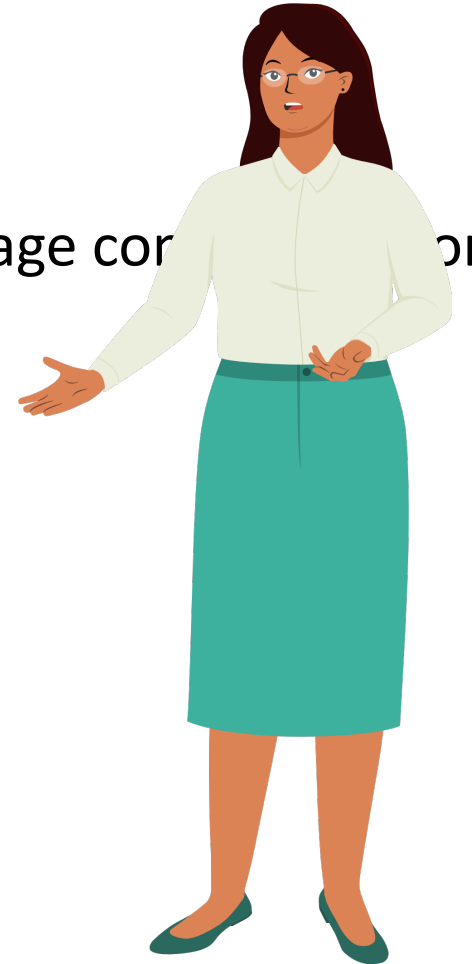
# The Science of Reading: Learning to Read



# Objectives

By the end of this module, you will be able to:

- **Explore** the research behind the science of reading
- **Define** the elements of reading comprehension, decoding and language comprehension
- **Review** reading myths and misconceptions
- **Compare** balanced literacy with structured literacy
- **Create** an action plan for reading skill instruction



# Literacy Challenges: What The Data Shows



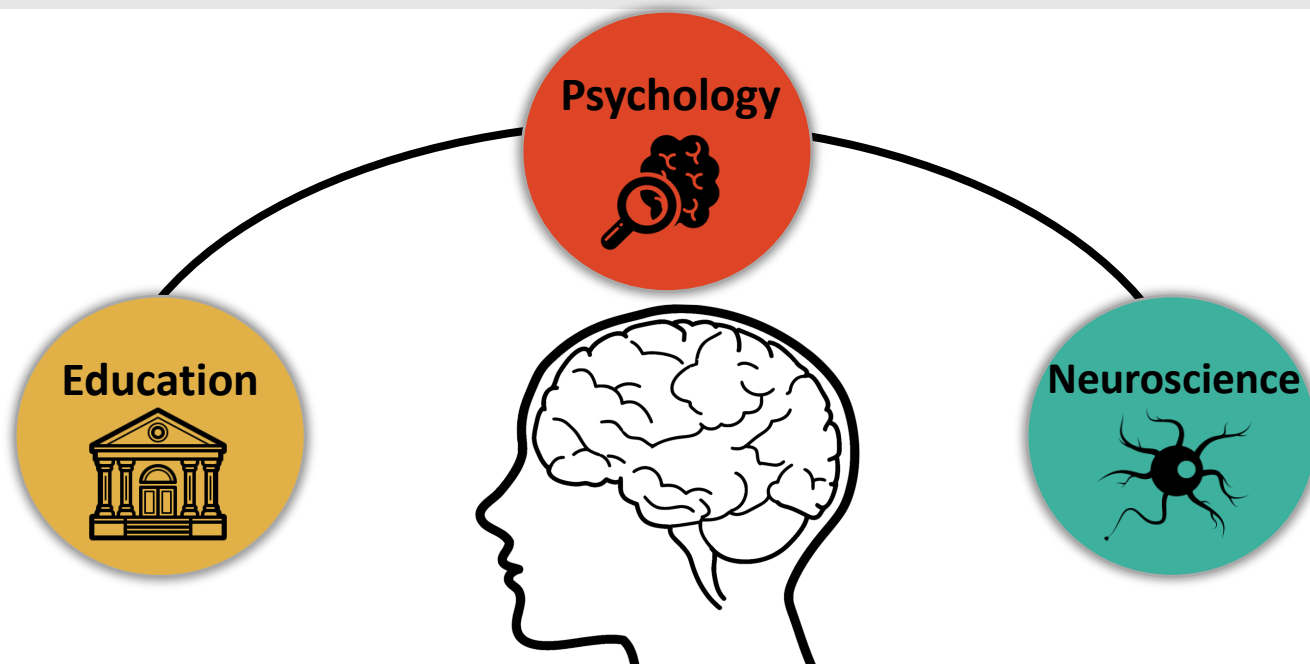
Sources: Juel, 1988; adapted from <https://dyslexiaida.org/move-on-when-reading>

# The Science of Reading



**How can teachers address these challenges? The answer lies in the science!**

Research from multiple fields—education, psychology, and neuroscience—confirms a key set of ideas about how people learn to read and the teaching practices that support these ideas.



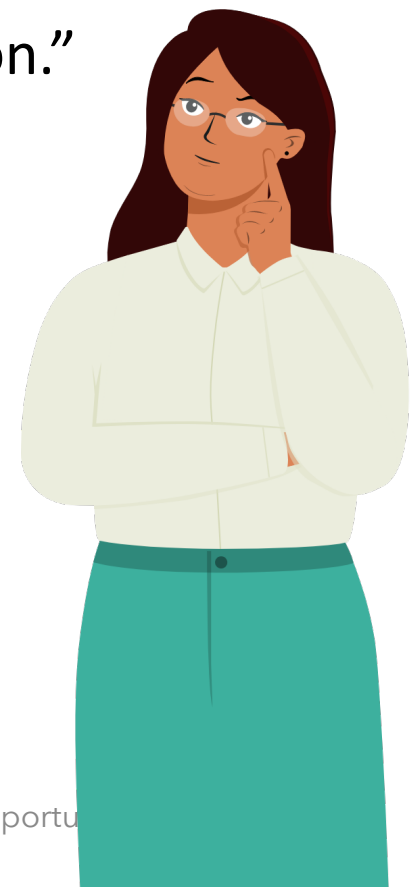
**These evidence-based ideas and teaching practices are referred to as**  
**“the science of reading.”**

# Thought Exercise: Learning to Read

**What goes into a person's ability to comprehend written text?**

Represent reading as a conceptual model:

Draw a simple equation or recipe that ends in "reading comprehension."

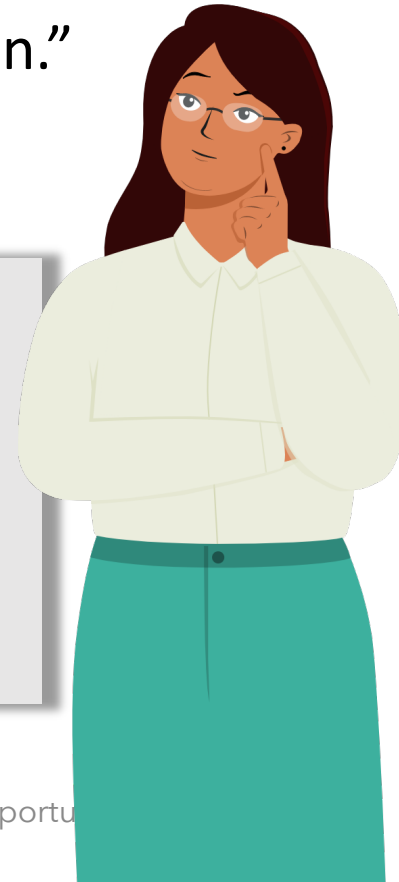
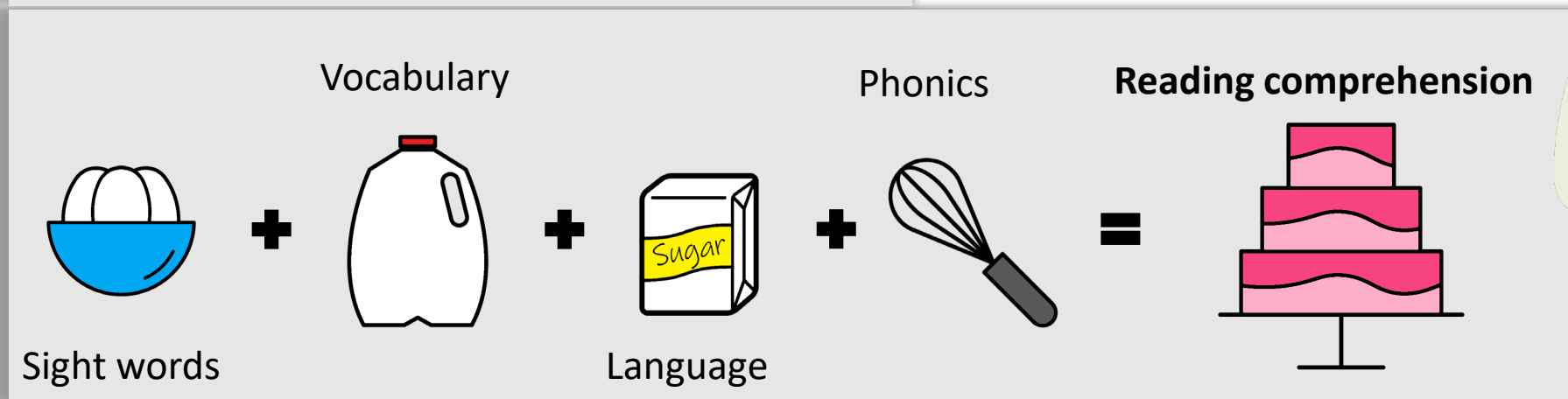


# Genni's Reading Comprehension Recipe

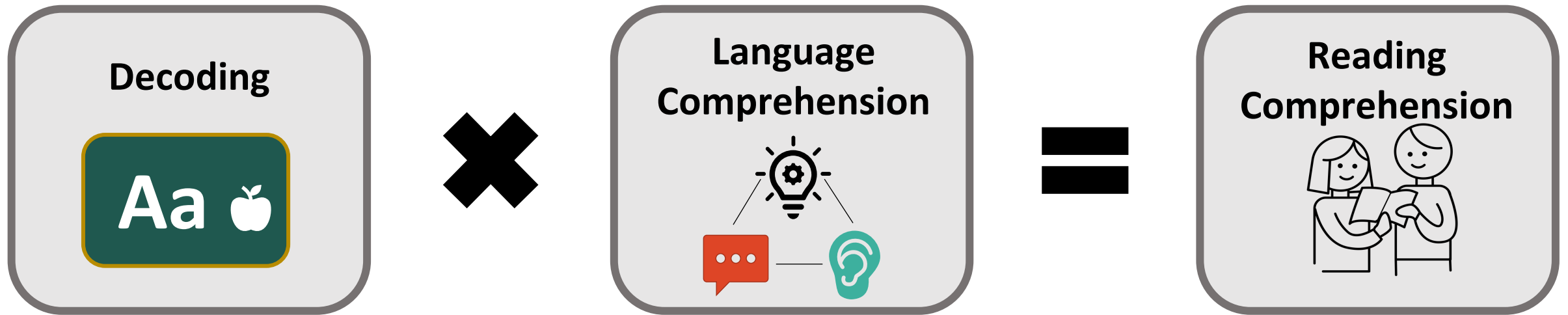
**What goes into a person's ability to comprehend written text?**

Represent reading as a conceptual model:  
Draw a simple equation or recipe that ends in "reading comprehension."

**Example:** Genni's Reading Comprehension Recipe



# The Simple View of Reading



From Gough, P. B., & Tunmer, W. E. (1986). The Simple View of Reading. The British Journal of Educational Psychology, 56(2), 162-181; as adapted in ReadingUniverse.org.

# Defining Reading Comprehension



**Reading Comprehension:** Understanding & interpreting information within a text. It results from decoding efficiently & having the ability to understand language.

From Gough, P. B., & Tunmer, W. E. (1986). The Simple View of Reading. The British Journal of Educational Psychology, 56(2), 162-181; as adapted in ReadingUniverse.org.

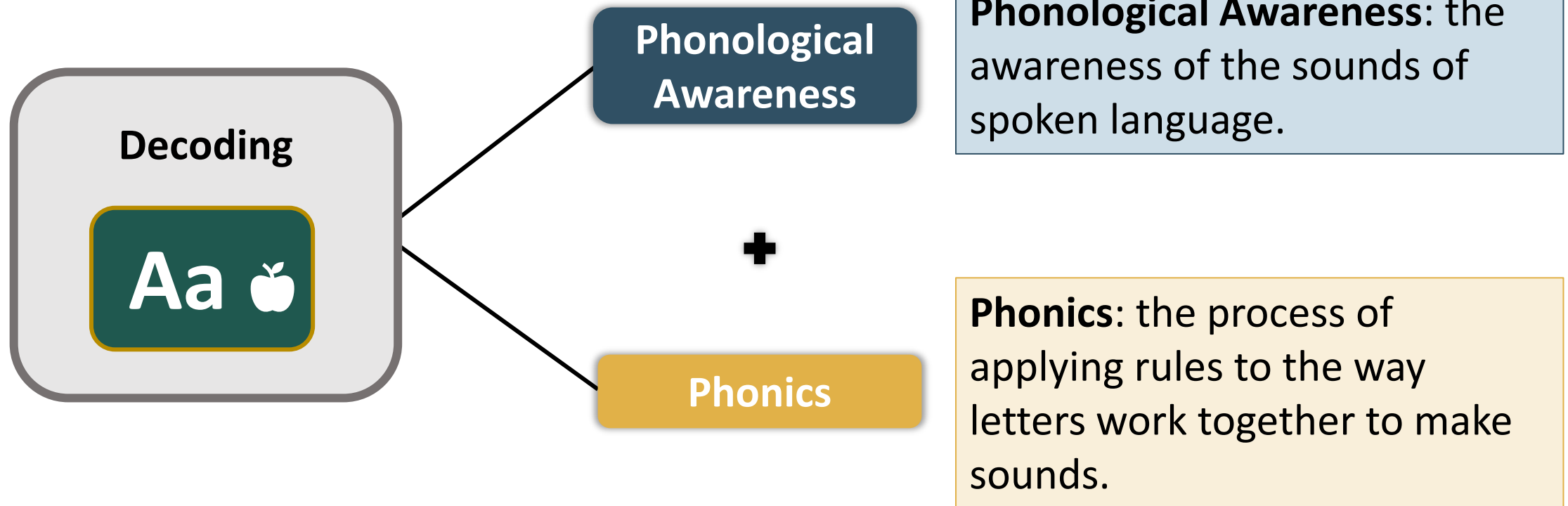
# Defining Decoding



**Decoding:** Using knowledge of the written symbol system (especially letter-sound relationships and patterns in spelling) to translate print into speech.

From Gough, P. B., & Tunmer, W. E. (1986). The Simple View of Reading. The British Journal of Educational Psychology, 56(2), 162-181; as adapted in ReadingUniverse.org.

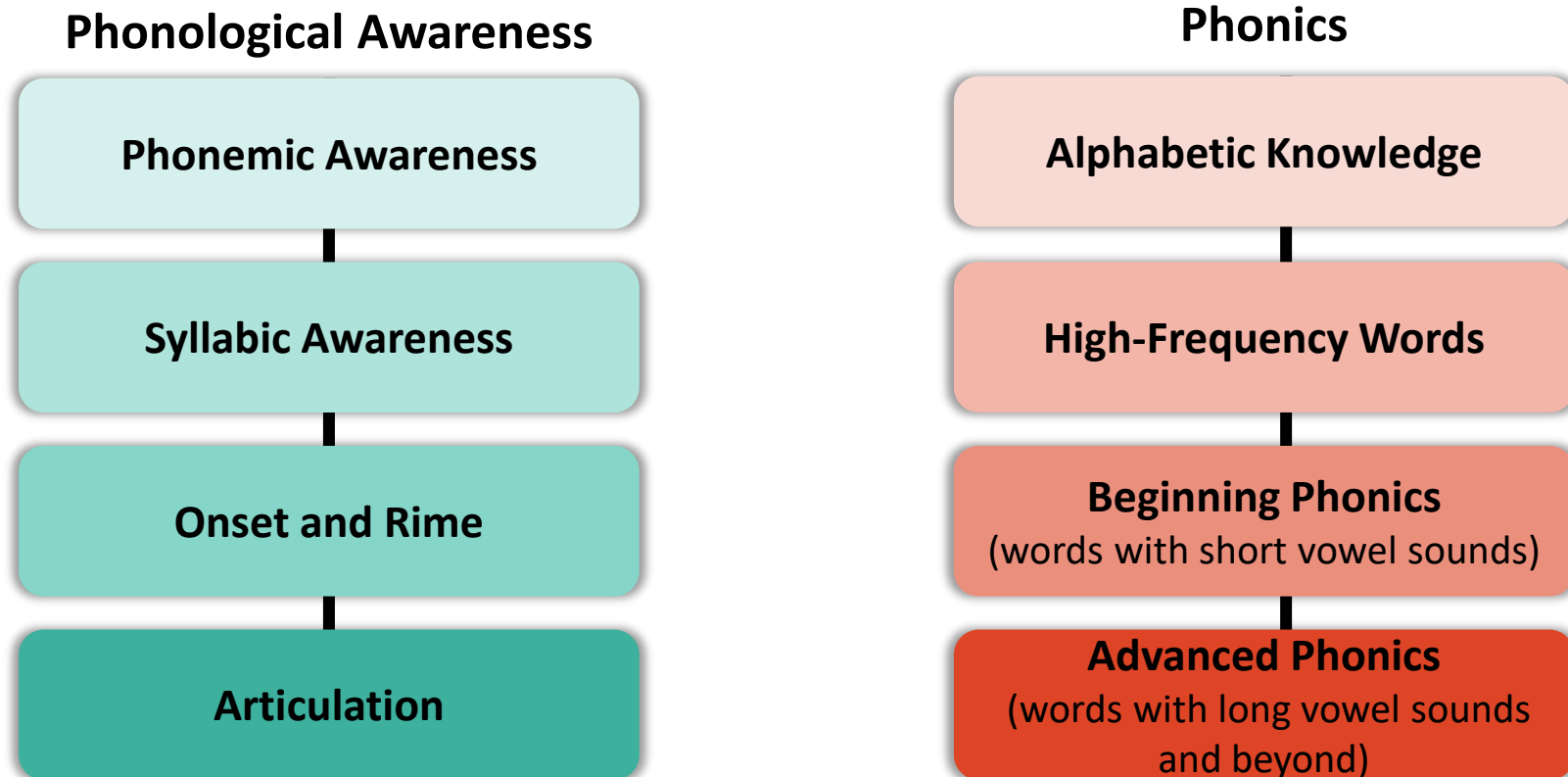
# Key Parts of Decoding



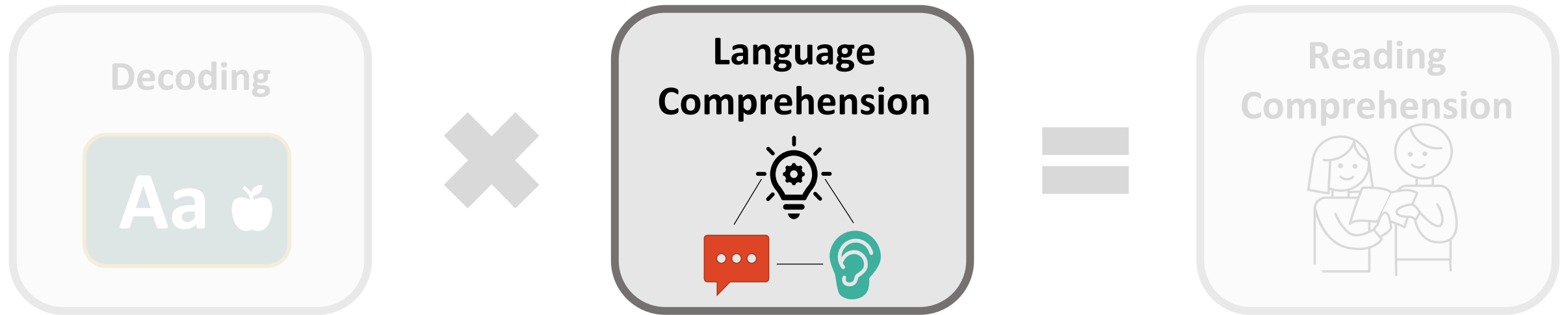
Adapted from Gough, P. B., & Tunmer, W. E. (1986). The Simple View of Reading. The British Journal of Educational Psychology, 56(2), 162-181; as adapted in ReadingUniverse.org.

# Breaking Down Decoding

The two main components of **decoding**, phonological awareness and phonics, can be broken down even more into targeted skill areas.



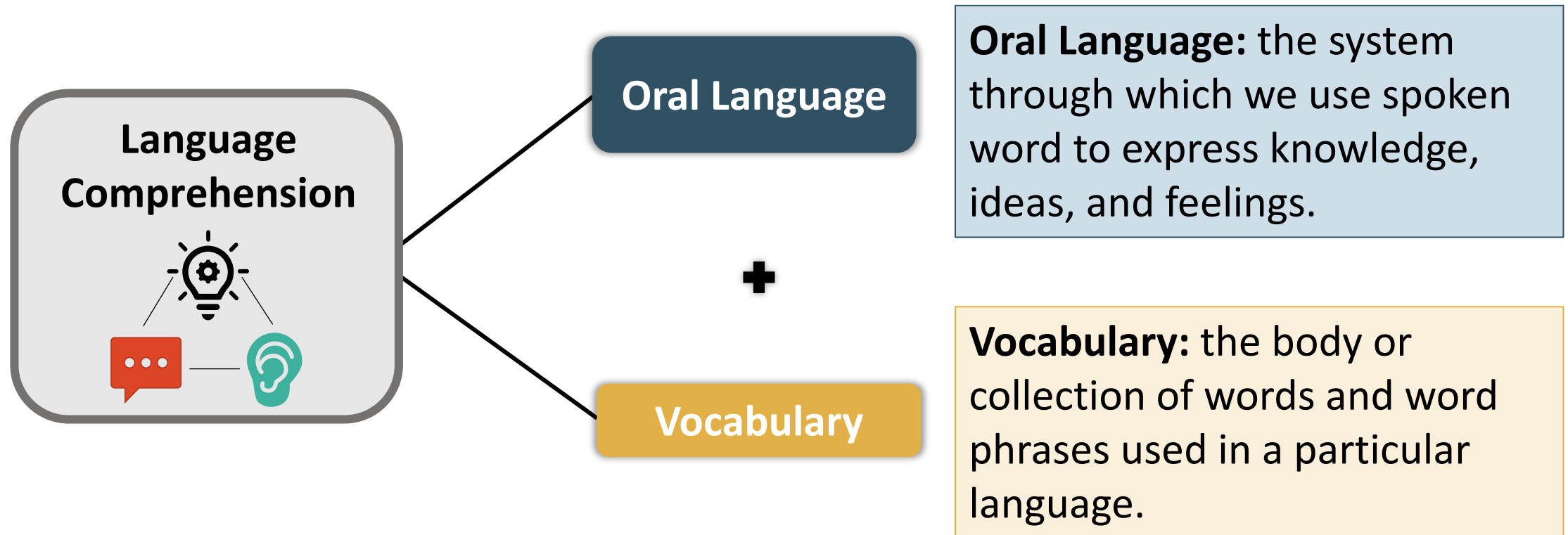
# Defining Language Comprehension



**Language Comprehension:** The ability to express and comprehend spoken language through development of vocabulary and knowledge of word parts and uses.

From Gough, P. B., & Tunmer, W. E. (1986). The Simple View of Reading. The British Journal of Educational Psychology, 56(2), 162-181; as adapted in ReadingUniverse.org.

# Key Parts of Language Comprehension



Adapted from Gough, P. B., & Tunmer, W. E. (1986). The Simple View of Reading. The British Journal of Educational Psychology, 56(2), 162-181; as adapted in ReadingUniverse.org.

# Breaking Down Language Comprehension

The two main components of **language comprehension**, oral language and vocabulary, can be broken down even more into targeted skill areas.

## Oral Language & Vocabulary

Expressive Language (speaking)

Receptive Language (listening)

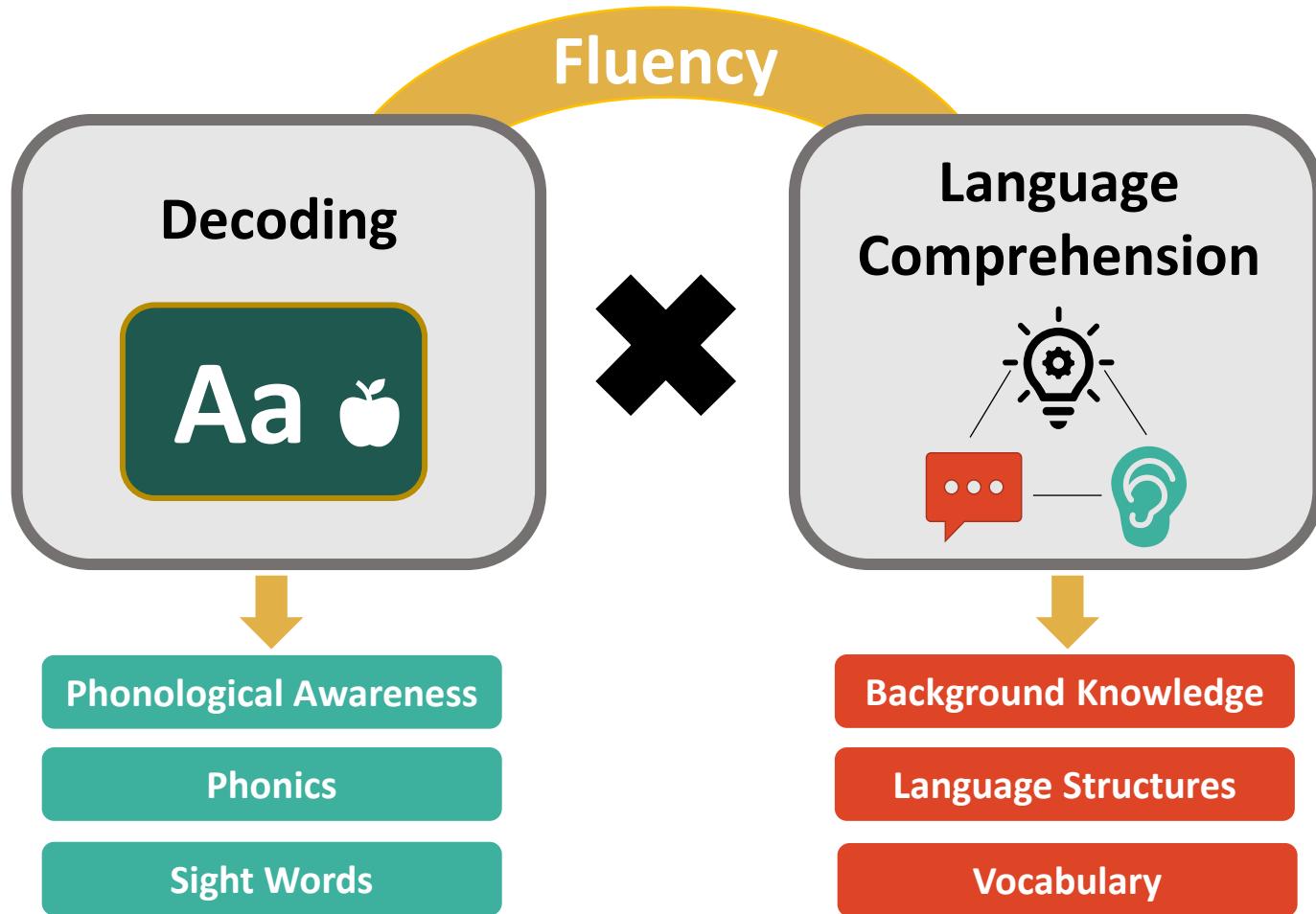
Knowledge of Words

Morphology

Syntax

Pragmatics

# What About Fluency?



Oral reading fluency is the ability to read text accurately, with sufficient speed, pitch, stress, timing, and expression.

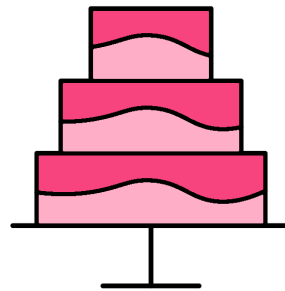
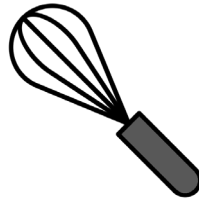
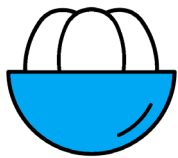
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# Making a Skilled Reader

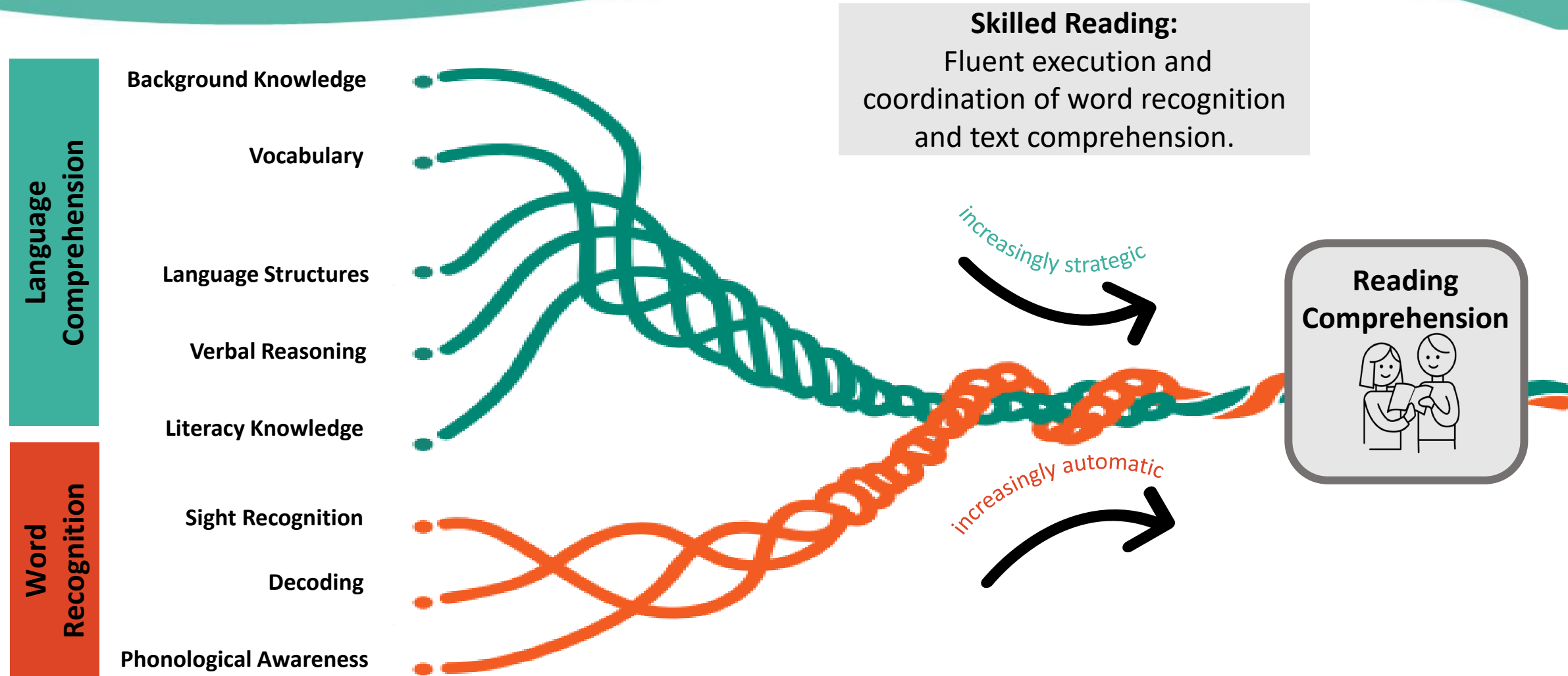
Remember Genni's reading recipe?

Just as her ingredients made a cake, all the elements within the simple view of reading come together **to make a skilled reader.**



**Each Element is Critical to Success**

# Scarborough's Reading Rope

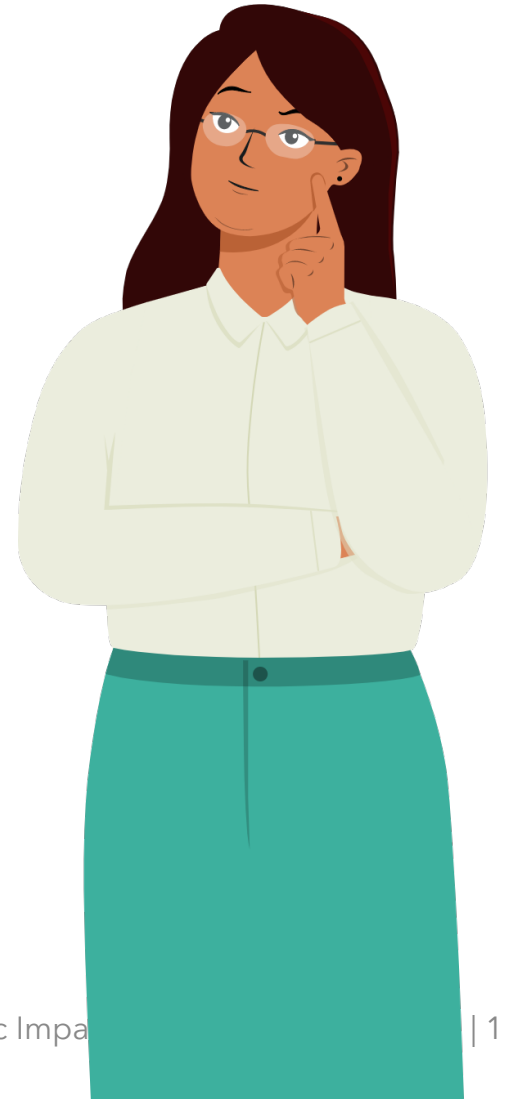


# Pause Point: Self-Reflection

**How does your original drawing compare to the simple view of reading?**

- Is there anything in the simple view that is not in your original drawing?
- What about components that are in your drawing but not in the simple view?
- In what areas of these models would you like to learn more ?

If you had to **summarize the simple view of reading** for a colleague, what would you say?



# Myths and Misconceptions

|   |  |
|---|--|
| Learning to read is a natural process.  | Learning to understand spoken language: a natural process.<br>Learning to read: requires skilled, systematic teaching.   |
| Children develop phonemic awareness by learning to read rather than the other way around.                                     | Overwhelming evidence indicates that phonemic awareness is a key building block of early reading.  |
| Skilled reading requires using syntactic and semantic cues to guess words; good readers make many mistakes as they read text. | Good readers rely heavily on the information contained within words themselves (letter/word cues) to read words quickly and automatically. Context is used only to grasp word meaning. |
| A “balanced” literacy curriculum is ideal for teaching children to read.  | The majority of children need systematic phonics instruction to establish early decoding skills and ongoing, skilled, and multifaceted teaching to continue to develop as readers.     |



# Balanced vs Structured: Key Contrasts

## Balanced Literacy:

### Missing Key Elements

- Emphasis on use of **context clues** for word recognition
- Phonics instruction sometimes **confined** to whole group or through mini-lessons in guided reading
- Skills instruction organized around **leveled text** or trade books
- Assessment sometimes limited to **informal reading inventory** without a clear picture of early literacy skills gaps

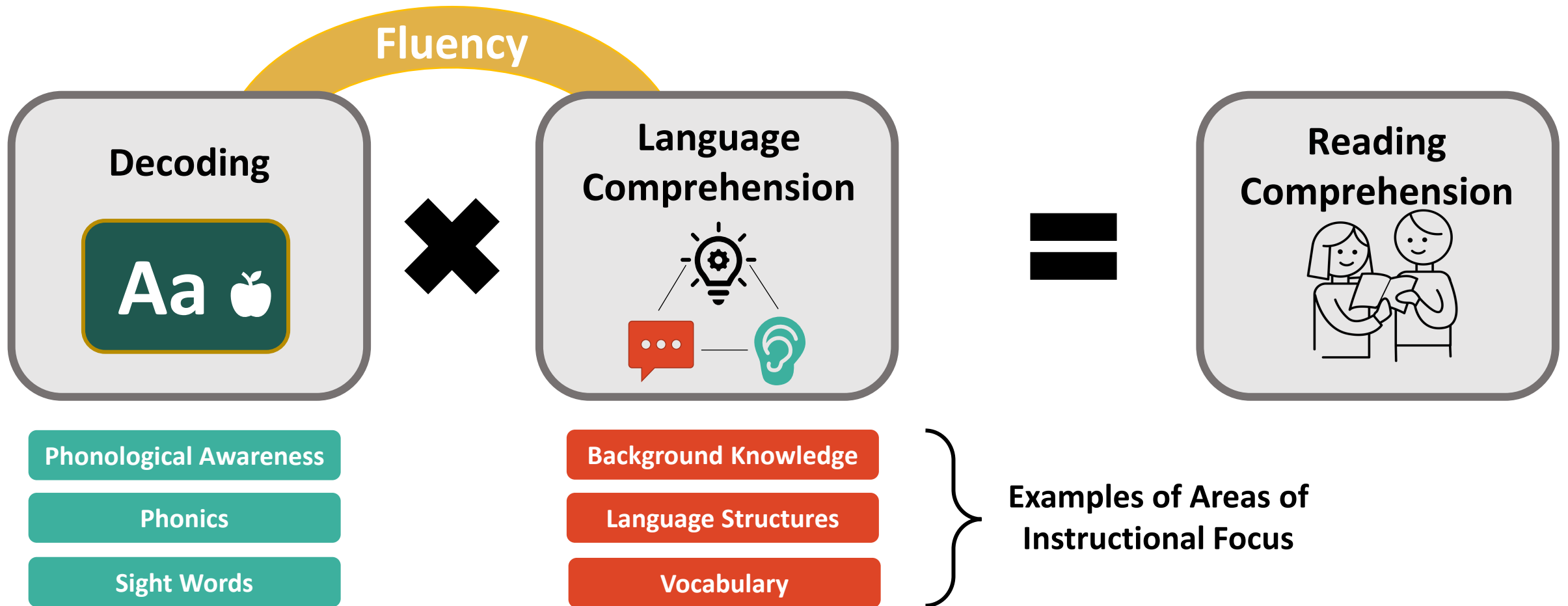


## Structured Literacy:

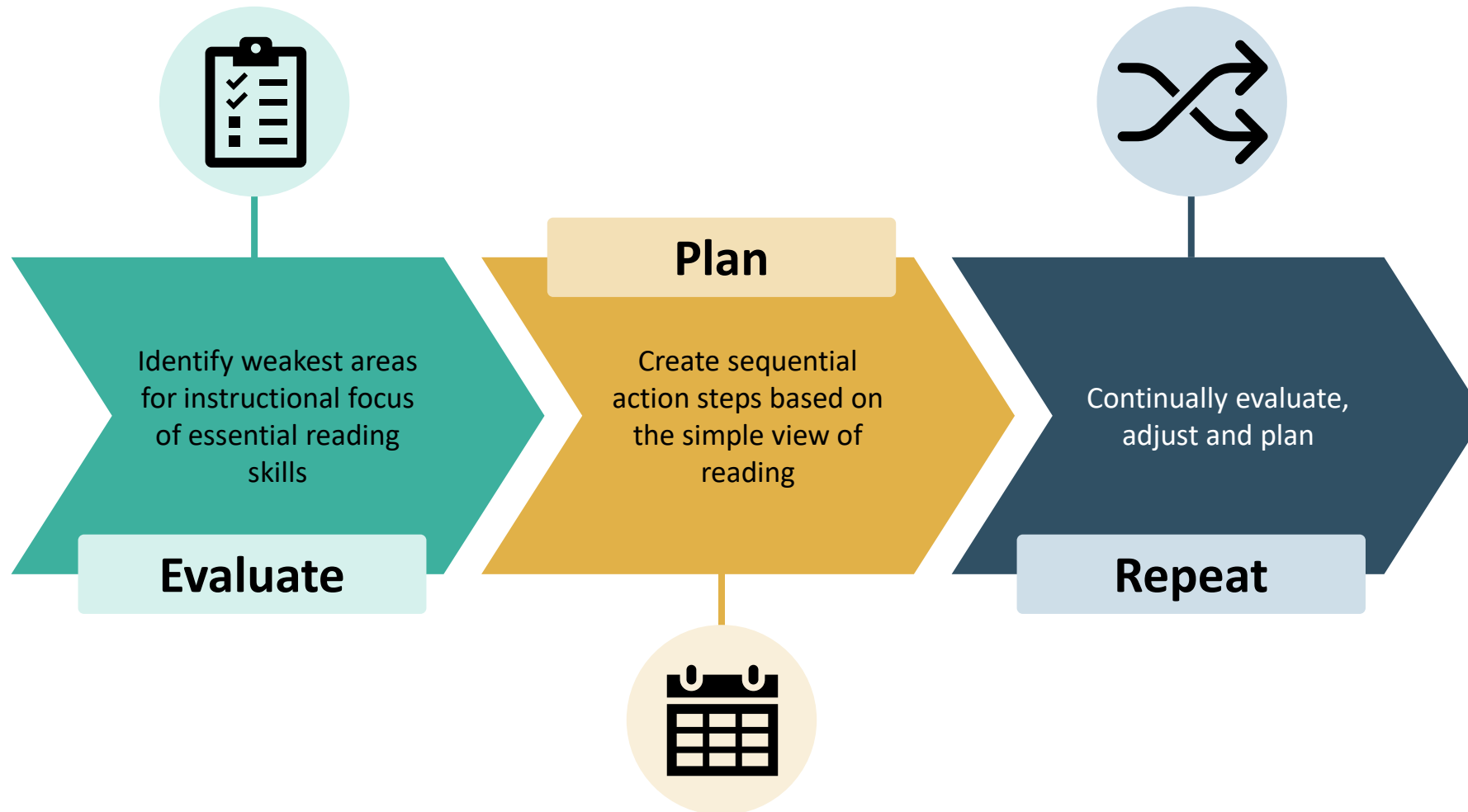
### Systematic and Based on Science

- Normed and criterion-referenced **assessments** used to **identify specific skills gaps**
- Phonics instruction follows a **logical scope and sequence**
- Systematic, sequential, **explicit phonics instruction** using synthesis (combining single letter sounds)
- Direct instruction for **mastery of the code** while **supporting** vocabulary and comprehension through read-alouds and guided reading

# Determining Skill Gaps in Students



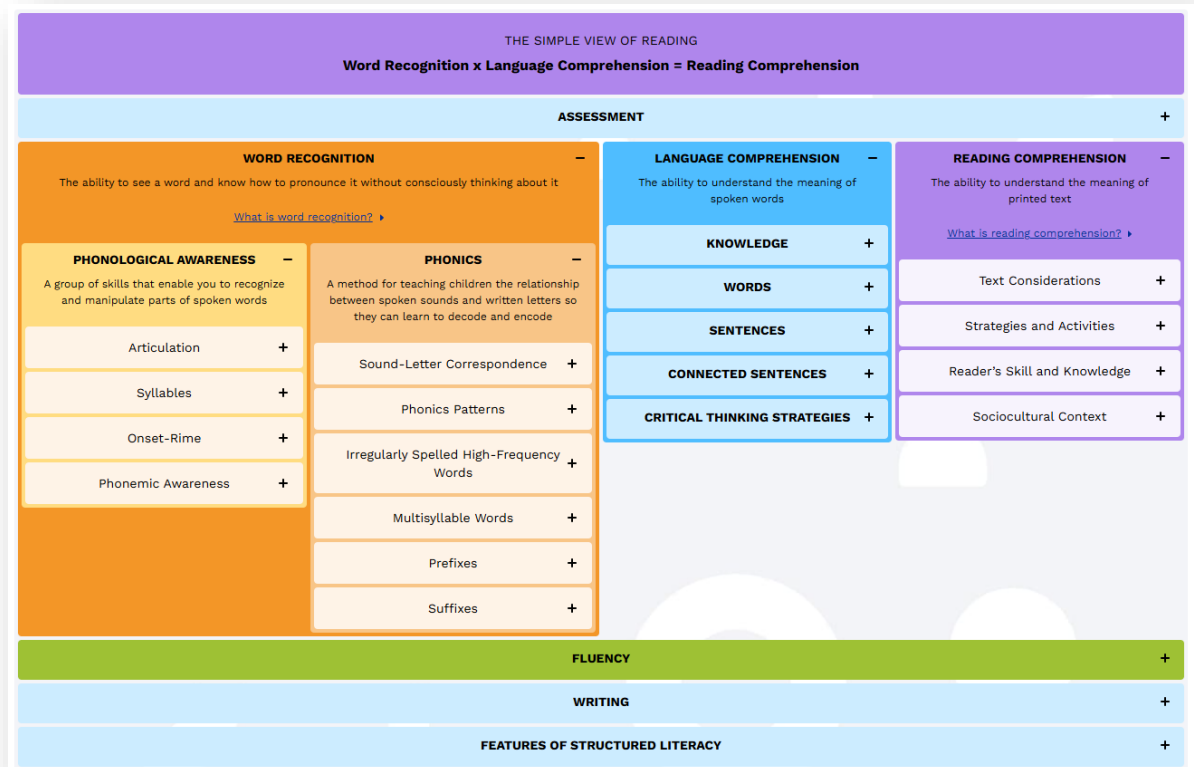
# How to Take Action



# Reading Universe Taxonomy Tool

A resource to **strengthen** your reading instruction.

- Developed by the Barksdale Reading Institute to support instruction aligned with the **Science of Reading**
- Early readers need literacy instruction that is:
  - **Systematic, sequential, explicit and cumulative**
- Breaks down the **simple view of reading** into teachable components using a **summary table**
- Each **component** links to:
  - Skill overviews
  - Classroom video examples
  - Tools for evaluating gaps, assessing students, and supplementing instruction



Source: [readinguniverse.org/taxonomy](https://readinguniverse.org/taxonomy)

# Pause Point: Practice Using This Tool

Explore by clicking on *Syllables* under *Phonological Awareness*

- What is a **syllable**, and **why does it matter** for reading?
- When should you **introduce syllable awareness** to students?
- How can you **model and teach** this skill effectively?
- What does this **look like** in real classrooms? How can you **assess** students' understanding of syllables?
- What **lessons and activities** support mastery of this skill?
- Where can you find **additional tools** and **answers** to common questions?



# Putting the Cycle in Motion

## Action Planner

| Topic    |                               | Details to Capture  | By Who? | By When? |
|----------|-------------------------------|---|---------|----------|
| Evaluate | Component Reviewed            | (e.g., Syllables, Vocabulary, Phonemic Awareness)   |         |          |
|          | Evaluation                    | <input type="checkbox"/> Fully Addressed<br><input type="checkbox"/> Partly Addressed<br><input type="checkbox"/> Not Addressed |         |          |
|          | Instructional Gaps Identified | (Brief notes on what's missing or needs improvement in curriculum, assessments, or instructional methods)                       |         |          |
| Plan     | Action Steps                  | (Targeted changes to curriculum, methods, or materials)<br><br>1.<br>2.<br>3.   |         |          |
|          | Support Needed                | (PD, resources, coaching, collaboration time, etc.)   |         |          |
| Repeat   | Reflection                    | (When the team will revisit and assess progress)  |         |          |

## Agenda

| Topic                              | Evaluate, plan, and refine instruction using your curriculum and the Reading Universe taxonomy  |
|------------------------------------|---|
| Welcome & Focus Check (5 min)      | <input type="checkbox"/> Revisit team goal: Strengthen reading instruction<br><input type="checkbox"/> Preview today's component  |
| Component Deep Dive (15 min)       | <input type="checkbox"/> Review selected component (e.g., Syllables, Phonemic Awareness, etc.)<br><input type="checkbox"/> Explore resources: skill overview, video, assessments, lesson plans  |
| Evaluate Current Practice (15 min) | <input type="checkbox"/> Ask: Do our lessons and methods... <ul style="list-style-type: none"> <li>○ Fully address this component?</li> <li>○ Partly address it, with room for improvement?</li> <li>○ Not address it at all?</li> </ul>  |
| Plan for Improvement (20 min)      | <input type="checkbox"/> If partly or not addressed:<br><input type="checkbox"/> Identify 1–3 specific actions to improve instruction<br><input type="checkbox"/> Consider changes in: <ul style="list-style-type: none"> <li>○ Core curriculum and lessons   Student assessments   Supplementary materials</li> <li>○ Instructional methods (whole group, small group, individual)   Teacher prep and practice   Other supports</li> </ul> |
| Action Planner Completion (10 min) | <input type="checkbox"/> Assign roles, set deadlines, and document next steps   |
| Wrap-Up & Next Steps (5 min)       | <input type="checkbox"/> Confirm next component to review<br><input type="checkbox"/> Schedule check-in to reflect and repeat the cycle   |



# Next Steps

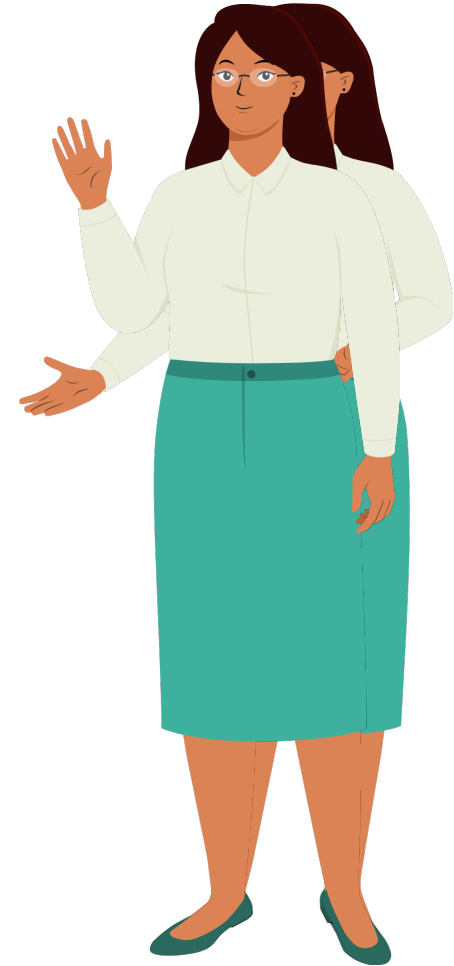
- **Evaluate → Plan → Repeat**
  - Adapt the Action Planner and Agenda to fit your district or school context.
- **Leverage Curriculum & the Reading Universe Taxonomy**
  - Explore skill-by-skill breakdowns, videos, assessments, and lesson plans to identify gaps and supplement instruction.
- **Commit to Ongoing Learning**
  - Continue building knowledge with the additional *Science of Reading* modules in the portal.
  - Use the *High-Quality Instructional Materials and Methods* module to ensure your curriculum is aligned before layering in supplemental tools.



# Summary

## Today we...

- **Explored** the research behind the science of reading
- **Defined** the elements of reading comprehension, decoding and language comprehension
- **Reviewed** reading myths and misconceptions
- **Compared** balanced literacy with structured literacy
- **Created** an action plan for reading skill instruction



# Sources

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