Introduction to the Science of Reading

October 8, 2025

Seating Arrangement

Table Groupings
1–MS ELA + HS ELA
2–MS ELD + HS ELD
3–MS Math + HS Math
4–MS Enrichment + HS Enrichment
5–MS + HS PE/Health
6–MS Science + HS Science
7–MS HSS + HS HSS
8–MS Mandarin + HS Spanish

Setting the Stage

Objectives

- Experience key Science of Reading practices as learners.
- Identify key tenets of the Science of Reading and make connections to the demo lesson
- Apply the tenets to the design of an upcoming lesson

Agenda

Part I: Classroom Simulation

Part II: Debrief, Reflection, and Name

Part III: Application and Next Steps

Simulation: “...and SCENE!”

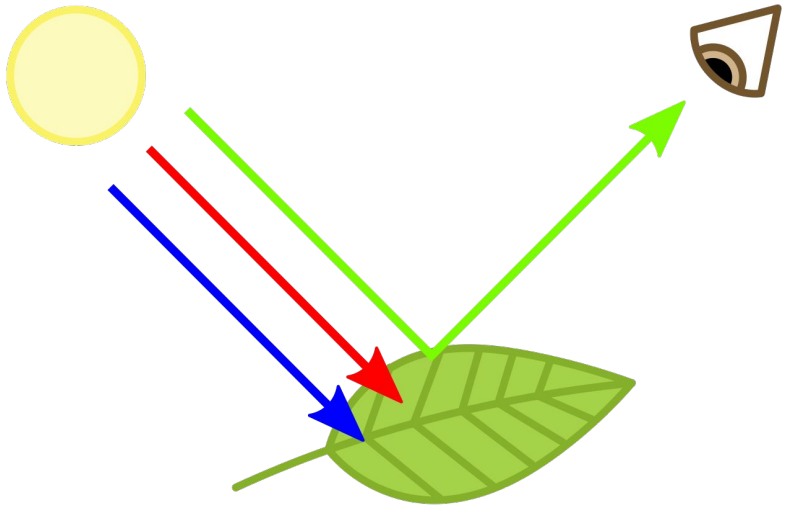
Do Now: Why do leaves change color?

Today's Objective

Students will be able to explain, using new science vocabulary, why leaves change color.

Vocabulary

chlorophyll

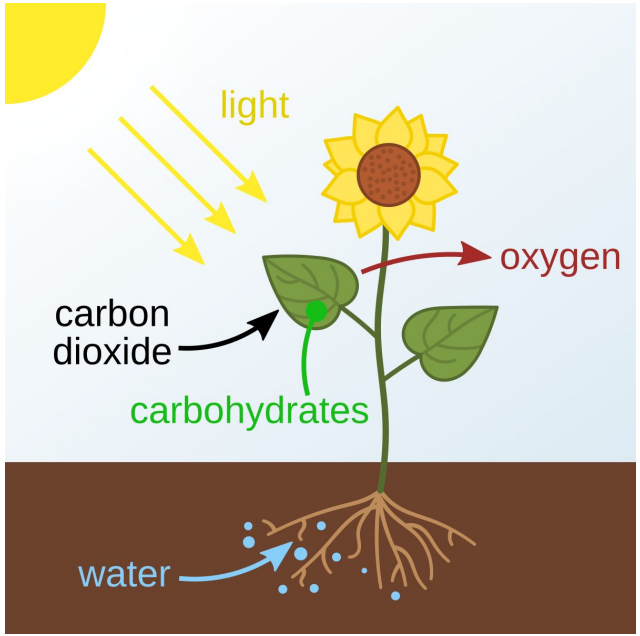


Chlorophyll is the *green* substance inside plants that helps them make their own food.

What would happen to a plant without chlorophyll?

Vocabulary

photosynthesis



Photosynthesis is the process by which plants make their own *food* using *sunlight.*

What types of weather will cause higher rates of photosynthesis?

Close Reading

First Read	What's this article mostly about?
Second Read	Annotate key ideas and vocabulary.
Third Read	Answer text-dependent questions.

Exit Ticket

Complete the following three sentences using what you learned today:

- Leaves change color in fall because _____
- Leaves change color in the fall but _____
- Leaves change color in the fall so _____

Exit Ticket

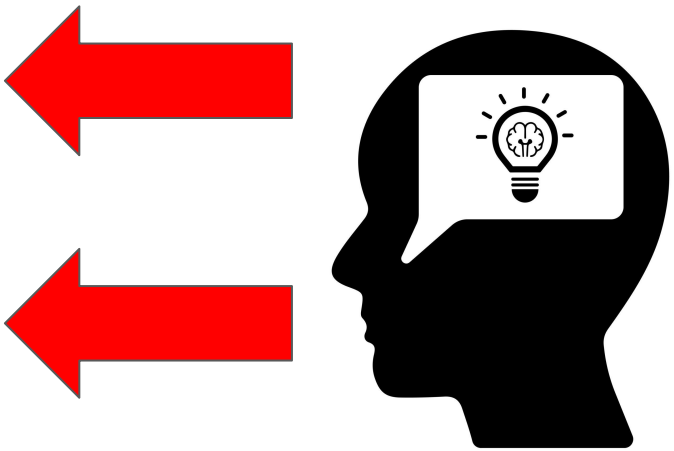
Complete the following three sentences using what you learned today:

- Leaves change color in fall because *chlorophyll breaks down*
- Leaves change color in the fall but *not all trees change color the same way*
- Leaves change color in the fall so *forests look different in autumn*

“...and SCENE”. We are educators again.

Debrief and Reflect

- What did the teacher say and do to promote literacy in his science class?
- What did you notice about how each component built on the last?



Name It

Teacher Action	Relationship to Other Parts of Lesson
Used images to complement questions	[redacted]
Used explicit vocabulary instruction to introduce two new science vocabulary words.	
Facilitated short bursts of close reading of an informational nonfiction text, via… ● teacher read aloud ● partner reading ● accountable independent reading with text-dependent questions	
Assessed synthesis of learning through a sentence-level writing exercise (because, but, so)	

Core Idea

There is no single formula for developing an effective literacy-aligned lesson. Rather, educators must make intentional decisions about WHICH strategies to include, in WHAT sequence, and WHY.

Name It - Key Tenets of the Science of Reading

1. **Attention** is central to every learning activity, especially reading, and *building attention* is a necessary step in effective reading instruction.

2. **Fluency** is a prerequisite to reading comprehension at *all grade levels.*

3. Once students are fluent, **background knowledge** is the most important driver of *understanding and comprehension.*

Name It - Key Tenets of the Science of Reading

4. **Vocabulary** is the single most important form of *knowledge* (but is often taught as it were a skill).

5. **Intentional writing development** can play a critical and *synergistic* role in developing better readers.

6. **Books** are the optimal text format through which to build understanding and comprehension.

7. The ability to read *complex text* is the gatekeeper to long-term success.

Reflect

- Where did you see evidence of Science of Reading tenets reflected in the simulation lesson?

Be specific. Connect a specific tenet to a specific moment in the lesson.

Application

Pull up your lesson plans and/or "Week at a Glance" for next week's teaching.

- ❏ Where do you want to start with experimentation?
  - ❏ Adding explicit vocabulary instruction
  - ❏ Adding close reads
  - ❏ Adding writing tasks that push students to synthesize
  - ❏ Varied Ways of Reading (teacher read aloud, student read aloud/partner, independent)
  - ❏ Additional background knowledge building

Colleague Pair-Share

Pair up with a colleague and share your initial thinking and seek feedback on ways to strengthen your plan.

- **Presenter:** Explain a high level overview of the plan and how you intend to integrate SoR tenets into the lesson design (2 mins)
- **Colleague:** Ask questions that push the colleague to consider additional possibilities. (3 mins)

Questions to Ask

School-Wide Action Step

1. Experiment with ways to combine a variety of reading, vocabulary, knowledge building, fluency and/or writing activities in the same lesson to promote high retention of new knowledge.
2. Submit to your coach no later than **October 24th** the "experimental" lesson plan (that you've already taught) and be prepared to discuss:
    a. Which Science of Reading tenets did you reflect in your lesson plan?
    b. How did one literacy-based activity build on the other?
    c. What did you discover through this process?

Science of Reading PD Pathway

Science of Reading PD Calendar

Session	Date	Session	Notes
1	Wednesday, October 8	Introduction to the Science of Reading 1	Take pre-assessment prior to the session.
2	Wednesday, October 29	Introduction to the Science of Reading 1	Be prepared to share and speak on your "experimental lesson."
3	Wednesday, November 12	Deep Dive 1a: TBD	Deep dive foci will be determined based on staff responses to the "Post Assessment" form delivered during session 1.
4	Wednesday, December 17	Deep Dive 1b: TBD	
5	Wednesday, January 21	Educator Learning Showcase #1	
6	Wednesday, February 25	Deep Drive 2a: TBD	
7	Wednesday, March 18	Deep Dive 2b: TBD	
8	Wednesday, April 15	Deep Dive 3a: TBD	
9	Wednesday, May 20	Deep Dive 3b: TBD	
10	Wednesday, June 10	Educator Learning Showcase #2	

Next Steps

Take the

post-assessment

and commitment survey