

Introduction to the Science of Reading

Instructional Leader: Rametti and Literacy Leads

Time and Date: October 8, 2025 2:45-4:15pm

Topic: Science of Reading Tenets

Objectives:

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

Document(s):

<p>I will need:</p> <ul style="list-style-type: none"> ● Slide Deck ● Participant Packet with “student lesson” embedded ● Science of Reading Knowledge Organizer <p>Participants will bring the following to the meeting:</p> <ul style="list-style-type: none"> ● Access to upcoming lesson plans ● Completed pre-assessment 	<p>Assessment/CFU during Workshop:</p> <ul style="list-style-type: none"> ● Pre-Assessment ● Post-Assessment ● Monitoring <ul style="list-style-type: none"> ○ During debrief discussions <p>Assessment Post-Workshop (deadline):</p> <ul style="list-style-type: none"> ● Experimental lesson - due 10/24 <p>Follow-up by Principals & Instructional Leaders (dates):</p> <ul style="list-style-type: none"> ● Updates in weekly newsletter ● Touchpoints at SLT meetings to remind coaches to collect “experimental lessons”
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<p>Living the Learning (LtL) Legend:</p> <p>S= See it: airtight activities that leads participants to the right conclusion mostly on their own</p> <p>N = Name it: lead participants to name the keys to the action; then add formal language at the end</p> <p>D = Do it: put the principles into practice</p> <p>R = Reflect: participants quietly analyze, generate conclusions or takeaways</p>
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Agenda and Facilitator Notes

<i>Slide</i>	<i>Time</i>	<i>Mins</i>	<i>Description of Instruction (Living the Learning Type in Parenthesis)</i>
1	2:35-2:45		<p>Title: Seating Chart</p> <ul style="list-style-type: none"> Project seating chart upon teacher arrival to minimize transition time once the session starts.
2	2:45-2:46	1	<p>Title: Seating Chart</p> <ul style="list-style-type: none"> Continue to project the seating chart. Explicitly call teachers' attention to the seating chart as needed. Count down by ten until everyone is seated at assigned seats.
3	2:46-2:48	2	<p>Title: Setting the Stage</p> <ul style="list-style-type: none"> SAY: "Welcome to the first Literacy PD of the school year. Now that the beginning of the year hustle and bustle has started to fade, and now that classroom routines have been established, it's time to start a new chapter of learning together, namely: The Science of Reading. Over the course of the year, we will answer this question together: <ul style="list-style-type: none"> How can I apply the SoR to my classroom planning and practice? SAY: Cold call one participant to read the objectives aloud for the group. SAY: To meet these objectives, we designed today's learning into three parts. <ul style="list-style-type: none"> We will start in a classroom simulation where you will experience science of reading aligned literacy strategies as students; Then we'll step back, unpack the experience through analysis and reflection, and stamp the learning with some "Science of Reading" terminology Finally, you'll have time to apply the learning by experimenting with an upcoming lesson
4	2:48-2:48:30	.5	<p>Title: Simulation (S)</p> <ul style="list-style-type: none"> Cue the participants that for the next twenty minutes or so, we are in a simulation. The facilitator is the teacher and the teachers in the room are students. SAY: Because this is a room full of educators, it is likely we will move through the simulated lesson more quickly, but the general sequence and teacher moves will remain the same. SAY: "And SCENE...."
5	2:48:30-2:51	2.5	<p>Title: Do Now: Why do leaves change color? (S)</p> <ul style="list-style-type: none"> Set a timer for 1.5 minutes and begin circulating while students work on Do Now. Ask 1-2 students to share their responses aloud with the class.
6	2:51-2:52	1	<p>Title: Today's Objective (S)</p> <ul style="list-style-type: none"> Call to Begin <ul style="list-style-type: none"> SAY: Please stand. SAY: Many of you already have some idea why leaves change color. Today we will learn some new scientific vocabulary to explain the answer to our question like scientists. Call on a student to read the objective aloud. SAY: Let's learn! You may be seated.
7	2:52-2:55	3	<p>Title: Vocabulary: Chlorophyll (S)</p>

			<ul style="list-style-type: none"> ● SAY: To fully understand the processes involved with leaf color changes, we need to know a few new terms first. ● SAY: Our first new word is chlorophyll. Say chlorophyll. <Wait> Chlorophyll. <Wait> ● Spell the word: c h l o r o p h y l l and write it on the board <ul style="list-style-type: none"> ○ Break it into syllables. ● SAY: Chlorophyll is the green substance inside plants that helps them make their own food. It's like a tiny solar panel that captures sunlight and turns it into energy. ● SAY: "Chlorophyll is like a tiny solar panel that captures sunlight and turns it into energy." ● SAY: Hmm...there are some words typed in GREEN on the slide. Who can remind everyone what that means? <ul style="list-style-type: none"> ○ "It's a note we have to add in our handout." ● ASK: What would happen to a plant without chlorophyll? ● Call on a student <ul style="list-style-type: none"> ○ Ensure the student uses the word chlorophyll correctly in their response. <ul style="list-style-type: none"> ▪ "A plant would die without chlorophyll because it wouldn't be able to make its own food anymore."
8	2:55-2:58	3	<p>Title: Vocabulary: Photosynthesis (S)</p> <ul style="list-style-type: none"> ● SAY: Our second new word today is photosynthesis. Say photosynthesis. <Wait> Photo <Wait> Synthesis <Wait> Photosynthesis. ● Write the word on the board. Spell it. Break it into syllables. ● SAY: Photosynthesis is the process by which plants make their own food using sunlight. ● SAY: Chlorophyll is the substance in a plant that causes photosynthesis to happen by trapping the sunlight to use it for energy. ● ASK: What types of weather will cause higher rates of photosynthesis? ● TURN AND TALK ● Whole Group Share. Call on 1-2 students who demonstrated mastery during turn and talk: <ul style="list-style-type: none"> ○ "Sunnier and warmer weather will cause higher rates of photosynthesis. Since chlorophyll has more access to sunlight during warmer, sunnier weather, plants will produce more food during this time and be healthier."
9	2:58-3:08	10	<p>Title: Close Reading (S)</p> <ul style="list-style-type: none"> ● SAY: "Now let's deepen our understanding of why leaves change color. We will build off our new word knowledge – chlorophyll and photosynthesis – to fully explain why leaves change color." ● SAY: "We are going to read a short article on why leaves change color. We are going to read it three times, each time with a different purpose." ● SAY: First, I am going to read the article aloud. As you follow along and listen, answer this question: What is the article mainly about? ● Read Aloud ● SAY: Take 30 seconds to jot down the gist of the article: What is the article mainly about?

			<ul style="list-style-type: none"> o Academically monitor during this time to identify any potential misconceptions. ● Call on 1-3 students, depending on consensus, to stamp the understanding or clarify it as needed. ● SAY: Your turn. Partner 1 will read paragraph 1 and Partner 2 will read paragraphs 2 and 3. Remember: <ul style="list-style-type: none"> o Medium volume. o Read with expression. ● Let students read to each other. ● SAY: Now take 90 seconds to annotate the key ideas and most important vocabulary. <ul style="list-style-type: none"> o Academic Monitoring: <ul style="list-style-type: none"> ▪ With exemplar in hand, monitor student annotations. If students are missing a key detail, prompt: <ul style="list-style-type: none"> ● “You are missing a key idea in paragraph ____.” ● “You are missing ____ vocabulary words.” ● SAY: Now it’s time for independent work. Reread the article one more time and answer the three questions that follow. Go.
10	3:08-3:12	4	<p>Title: Exit Ticket (S)</p> <ul style="list-style-type: none"> ● Provide the class with 2 minutes to complete the exit ticket. Set a timer. ● Call on at least one volunteer for each sentence stem. ● On the final sentence stem, ask: <ul style="list-style-type: none"> o What if a student wrote: “Leaves change color in the fall so the chlorophyll must be gone.” <ul style="list-style-type: none"> ▪ ASK: What feedback would you give to this student? ▪ ASK: What does the word SO tell us? <ul style="list-style-type: none"> ● It’s like “as a result”
11	3:12-3:13	1	<p>Title: Exit Ticket (S)</p> <ul style="list-style-type: none"> ● SAY: Here are a few of my favorite responses from around the room. ● SAY: Tomorrow, we will learn more about what plants DO with the food they create for themselves through a process called cellular respiration!
12	3:13-3:14	1	<p>Title: “...and SCENE. We are educators again.”</p> <ul style="list-style-type: none"> ● SAY: ...and SCENE. We are educators again.” ● Allow everyone to do a quick 1 minute movement break.
13-14	3:14-3:34	20	<p>Title: Debrief and Reflect / Title: Name It (S/N)</p> <p><u>Setup</u></p> <ul style="list-style-type: none"> ● SAY: Now we are going to step back and analyze the lesson you just experienced as students. ● SAY: In just a moment, you will have 4 minutes to discuss the first question with your table group. You have a place in your handout to record your team analysis on page 4. ● SAY: “You may begin.” <p><u>Debrief 1</u></p> <ul style="list-style-type: none"> ● SAY: What did the teacher say and do to promote literacy in his science class? <ul style="list-style-type: none"> o Call on 4-5 participants to share responses to the first debrief question. ● SAY: Let’s compare your list to ours.

			<p>Title: Name It (N)</p> <ul style="list-style-type: none"> Point out any differences (i.e. ideas missing from facilitator list or ideas on the facilitator list that were not on the participants list) <p>Title: Debrief and Reflect (R)</p> <ul style="list-style-type: none"> SAY: Now the second question - what did you notice about how each component of the lesson built on the last? SAY: Take 4 minutes with your group to discuss and record notes. You may begin. <p><u>Debrief 2</u></p> <ul style="list-style-type: none"> Bring everyone back together. SAY: Let's hear from 4-5 of us again this round. What did you notice about how each component built on the last? Call on 4-5 participants. Project Name It slide again (without the black box) to reveal our responses. Comment on any differences or similarities.
15	3:34-3:35	1	<p>Title: Core Idea (N)</p> <ul style="list-style-type: none"> SAY: "The Science of Reading is a broad, multidisciplinary body of research from neuroscience, cognitive science, and education that explains how the brain learns to read and the most effective instructional practices for developing skilled readers and writers." STAMP CORE IDEA (also projected on slide): 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.
16	3:35-3:37	2	<p>Title: Name It - Key Tenets of the Science of Reading (N)</p> <ul style="list-style-type: none"> SAY: We designed the simulation part of today's professional development through the lens of Doug Lemov's 8 Tenets of the Science of Reading. We selected the activities and sequenced them in a way that aligns with his tenets. We are naming them now to make transparent the principles that will ground our collective literacy work this year Review each tenet, reminding participants to track in their notes and to fill in missing information.
17	3:37-3:39	2	<p>Title: Name It - Key Tenets of the Science of Reading (N)</p> <ul style="list-style-type: none"> See above.
18	3:39-3:43	4	<p>Title: Reflect (R)</p> <ul style="list-style-type: none"> ASK: Where did you see evidence of SoR tenets reflected in the simulation lesson design and execution? <ul style="list-style-type: none"> LOOK FORs: vocabulary was taught as knowledge (photosynthesis; chlorophyll; multiple ways of reading, partially for fluency building, partially for increased comprehension; intentional sentence-level writing at the end to synthesize new learning while demonstrating syntactic control)
19	3:43-3:55	12	<p>Title: Application (D)</p>

			<ul style="list-style-type: none"> ● SAY: “That brings us to part three of our agenda. Time for you to think and apply the learning. This is a semi-structured opportunity to experiment with a lesson plan for next week. <ul style="list-style-type: none"> ○ First, you’ll have 10 minutes silent and solo to think and plan. ○ Then, you and a partner will each have five minutes to share the idea and receive feedback. ● SAY: Set timer for 10 minutes. Play light instrumental music.
20	3:55-4:07	12	<p>Title: Colleague Pair-Share (R)</p> <ul style="list-style-type: none"> ● SAY: Now you’ll share your initial thinking with a colleague and they will ask you questions to push your thinking. You have 5 minutes, then you’ll switch. ● Set the timer for 5 minutes. ● Call attention to 100% ● Instruct partners to switch roles. ● Set the timer for 5 minutes. ● Go. ● SAY: Take a minute to jot down any ideas you got from your colleague discussion on page 6 of your handout.
21	4:07-4:08	1	<p>Title: School-Wide Action Step (N)</p> <ul style="list-style-type: none"> ● SAY: Now that we are equipped with a common language to describe what science of reading literacy aligned practice looks like, it’s time to put it into practice. Our school-wide action step is: <ul style="list-style-type: none"> ○ 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. ○ Submit to your coach no later than October 24th the “experimental” lesson plan (that you’ve already taught) and be prepared to discuss: <ul style="list-style-type: none"> ▪ Which Science of Reading tenets did you reflect in your lesson plan? ▪ How did one literacy-based activity build on the other? ▪ What did you discover through this process? ● SAY: We will calendar this deadline for everyone so it’s easy to remember.
22	4:08-4:10	2	<p>Title: Science of Reading PD Pathway</p> <ul style="list-style-type: none"> ● SAY: We were intentional to begin our learning this year with the big picture, naming the key tenets that should drive our decision-making about lesson design and execution. The word “experimental” for the lesson you will plan and deliver is intentional - we are using it to indicate where we are in this process - the beginning. All we ask is that you experiment with the thinking process required to design a literacy-aligned lesson. ● SAY: The trajectory for the rest of the year is dependent on your responses to the survey we are asking you to take right now. ● SAY: The “deep dives” you see on the calendar will be determined by the Literacy Lead team based on trends we see in the responses, so thank you in advance for taking the next 5 minutes to complete the survey.

23	4:10-4:15	5	<p>Title: Next Steps (R)</p> <ul style="list-style-type: none"> Project slide with survey link and QR Code. Instruct participants to take the survey now.
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In-Session/Post-Session Notes: *What went really well? What needs to change or be re-taught?*