

Some *Big Ideas & Terms* from Science of Reading

Theory & Terminology

Science of Reading⁽¹⁾

- The Science of Reading is a comprehensive body of research based on years of scientific knowledge.
- This research provides us with a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development.
- From the research, we can identify an evidence-based best practice approach for teaching foundational literacy skills, called Structured Literacy.
- Structured Literacy incorporates five essential components, identified by the Science of Reading (these should look familiar!):
 - Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension

The Simple View of Reading⁽²⁾

- The Simple View of Reading (Gough and Tunmer, 1986) is a formula illustrating the widely-accepted view that reading is the product of two basic components: word recognition (decoding) and language comprehension.
- Research shows that a student's level of reading comprehension can be predicted if decoding skills and language comprehension abilities are known.
 - Ex.: A student who has strong language comprehension (100%), but is only decoding 50% of the text is only going to "get" about 50% of the content of what she is reading ($.5 \times 1 = .5$). For students who are weak in both areas, the problem is compounded ($.5 \times .5 = .25$, or 25% reading comprehension)



Link Notes: This is not intended to be a substitute for professional development by a trained presenter.

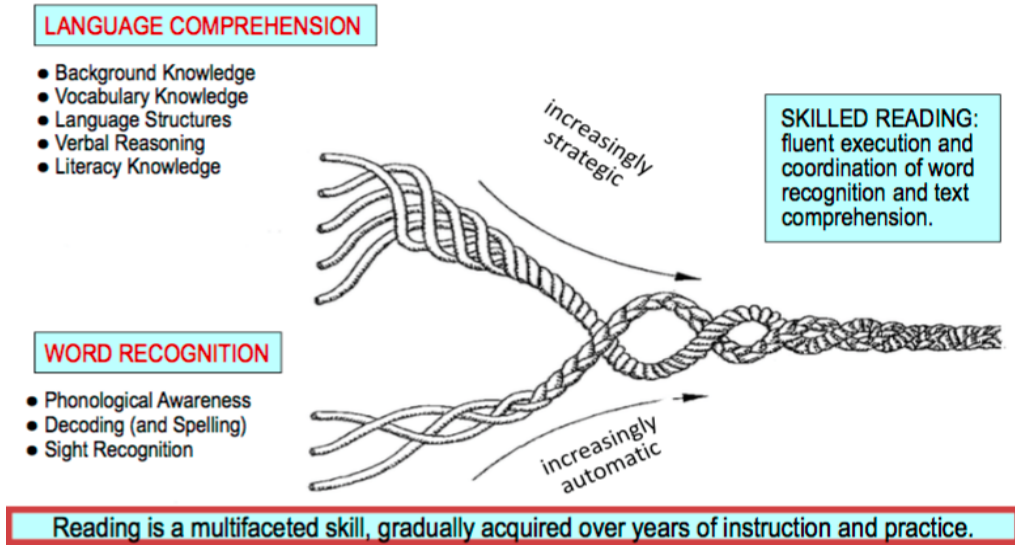
(1) From <https://journal.imse.com/what-is-the-science-of-reading/>

(2) From <https://www.readingrockets.org/article/simple-view-reading>

The Reading Rope

- The Reading Rope (Scarborough, 2001) is a visual representation of all the various elements comprising the big "chunks" (Word Recognition and Language Comprehension) in the Simple View of Reading.

Scarborough's Reading Rope (2001)



Recommendations

- Use explicit and systematic instruction for phonemic awareness and phonics to build a strong foundation for literacy
 - Emphasize the sound of language (phonemic awareness) before introducing print (phonics)
 - Use orthographic mapping when teaching high frequency words to continue making phonetic connections
 - Build both accuracy and automaticity
- Provide a variety of oral language experiences for students, including text-rich read alouds (such as in Making Meaning)
 - The language of books is more complex than spoken language and strengthens students' language comprehension through speech sounds, vocabulary, semantics, syntax and pragmatics
- Target interventions for struggling readers that address the student's specific weakness, which may be decoding, or language comprehension, or both (as per the simple view of reading)

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