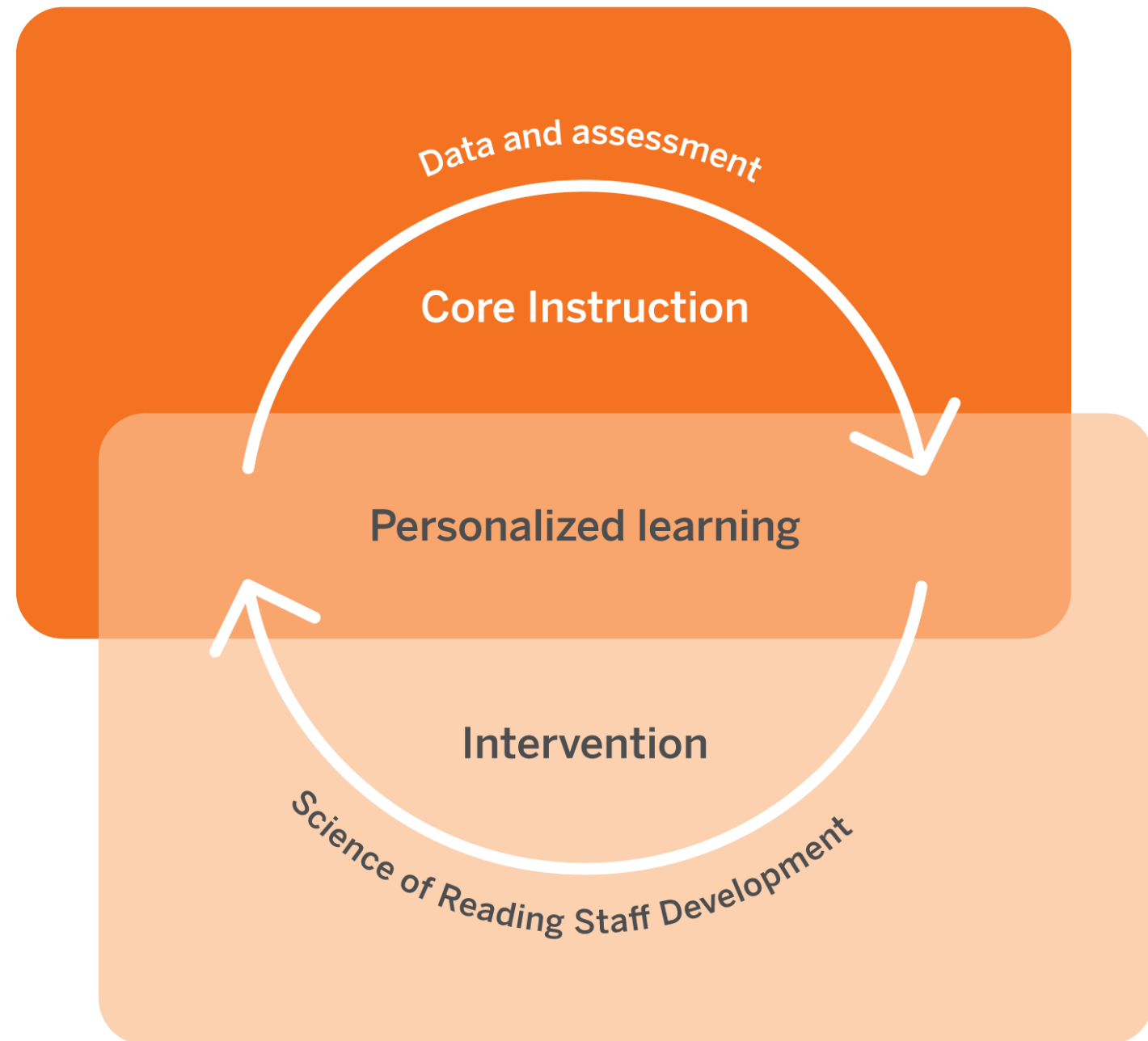


Your roadmap to the Science of Reading



The Five Critical Elements of the Science of Reading

- 1 Universal and dyslexia screening**

Start here if... you need actionable data aligned to the Science of Reading.

Assessment should include universal screening, dyslexia screening, and progress monitoring to identify at-risk students and align your resources.
- 2 Core instruction**

Start here if... you need to build a strong foundation.

A high-quality core program includes explicit, systematic instruction in foundational skills and a coherent approach to building background knowledge and vocabulary.
- 3 Personalized learning**

Start here if... you need the Science of Reading to meet students where they are.

A personalized learning program can provide both remediation and acceleration. It can reinforce core instruction or serve as a supplement to provide a first taste of the Science of Reading.
- 4 Intervention**

Start here if... you need intensive support to get students who are well below benchmark back on track.

Intervention should be staff led and data driven, with students' needs clearly identified and frequently monitored.

Note: If strong core instruction and/or data-driven practices aren't in place, more students are likely to need intervention. If the majority of students are struggling, consider whether to focus first on the foundations of the system.
- 5 Science of Reading Staff Development**

As you evaluate where to start, begin to share resources and cultivate a learning community among colleagues. The more knowledge you gain, the easier it will be to identify your areas of focus.

The Science of Reading **in Action**



Science of Reading: Where should I start?

Universal and dyslexia screening

Key questions to ask of your current practices:

- Do you have skill-level data aligned to the Science of Reading for determining differentiated support?
- Is literacy data used to drive instructional decisions? Resource allocation decisions?

Also consider...

- Is data collected consistently across classrooms? Across the district?
- Are observational methods, such as listening to students read, part of your assessment?
- Do data reviews occur regularly and are success metrics clear?

If you answered no to some or all, evaluating your **assessment** may be a good place to start.

Core instruction

Key questions to ask of your current practices:

- Do you have a clearly articulated scope and sequence for foundational skills including phonological awareness and phonics?
- Is literacy instruction knowledge-rich and aligned across grade levels?

Also consider...

- Are the instructional resources used consistent across classrooms? Across the district?
- Do teachers have the tools to be effective regardless of experience level?
- Do the instructional materials meet students' needs without teachers having to pull together new resources?

If you answered no to some or all, evaluating your **core instruction** may be a good place to start.

Personalized learning

Key questions to ask of your current practices:

- Are classroom teachers finding it difficult to differentiate foundational skills instruction because they don't have the time, tools, or Science of Reading training?
- Are all students receiving instruction and practice opportunities tailored to their needs?

Also consider...

- Are students provided with meaningful independent practice opportunities when teachers are working with small groups? Outside the classroom? Over the summer?
- Do supplemental resources used in classrooms align with the Science of Reading? With your core instruction?
- Do teachers have the materials they need to differentiate instruction—or are they cobbling together resources from various sources?

If you answered no to some or all, evaluating your **personalized learning** may be a good place to start.

Intervention

Key questions to ask of your current practices:

- Do current interventions align with core instruction? With assessment data?
- Are intervention lessons explicit, multisensory, and built on a clear scope and sequence?
- Are students growing enough to move out of intervention?

Also consider...

- Do teachers and specialists have what they need to pinpoint students' needs?
- Are you using a data-driven approach to monitoring student progress?
- Do your support staff, such as paraprofessionals and tutors, have ready-to-go, research-based resources?

If you answered no to some or all, evaluating your **intervention** may be a good place to start.

Science of Reading Staff Development

As you evaluate where to start, begin to share resources and cultivate a learning community among colleagues. The more knowledge you gain, the easier it will be to identify your areas of focus.