


LCEEQ Quebec PDIG Grant

Science of Reading

The Science of Reading is NOT

- An ideology or philosophy
- A fad, trend, philosophy, new idea or pendulum swing
- A political agenda
- One size fits all approach
- A program of instruction
- A single, specific component of instruction, such as phonics.



The Reading League, 2022, Science of Reading A Defining Guide

Created by: Melanie Brethour, Audrey Paquette,
Meaghan Moran, Jacquie Price, Cindy Paluzzi, Tracy Taylor

Download Letter Explaining Grant and how to use the document

Dear colleagues,

We are thrilled to share with you the [LCEEQ Quebec PDIG Grant Science of Reading](#) that we worked on together with a team of teachers about the science of reading. The science of reading refers to the research-based understanding of how people learn to read and the most effective ways to teach reading. It encompasses a wide range of topics, including phonics, fluency, vocabulary, comprehension, and motivation. Our goal was to create a comprehensive resource for teachers who want to learn more about effective reading instruction based on research from the National Reading Panel.

We have created a Google document that serves as a roadmap for teachers to follow as they learn about the five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. For each pillar, we have provided information, resources, webinars, and books that teachers can access to deepen their knowledge and implement effective reading instruction in their classrooms.

Teachers should learn about the science of reading because it provides them with evidence-based strategies and techniques for teaching reading. By understanding how the brain processes language and how reading skills develop, teachers can make informed decisions about instructional practices that are most likely to help their students become successful readers.

Moreover, a solid foundation in the science of reading can help teachers recognize and address reading difficulties early on. This can prevent reading struggles from becoming more severe and persistent and can also help teachers differentiate their instruction to meet the needs of diverse learners. Teachers who are familiar with the science of reading are better equipped to help their students become proficient readers, which can have long-term academic and life outcomes.

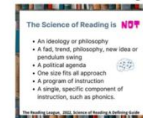
We believe that learning about the science of reading is crucial for all teachers. By understanding how to effectively teach reading, we can help all students in our classrooms become proficient readers. We plan to share this resource with others so that they can also benefit from the information and resources we have collected.

Thank you for your time, and we hope that this resource will be helpful for you as you continue on this science of reading journey.

Best regards,

Melanie Brethour, Audrey Paquette, Meaghan Moran
Jacquie Price, Cindy Paluzzi, Tracy Taylor

LCEEQ Quebec PDIG Grant
Science of Reading

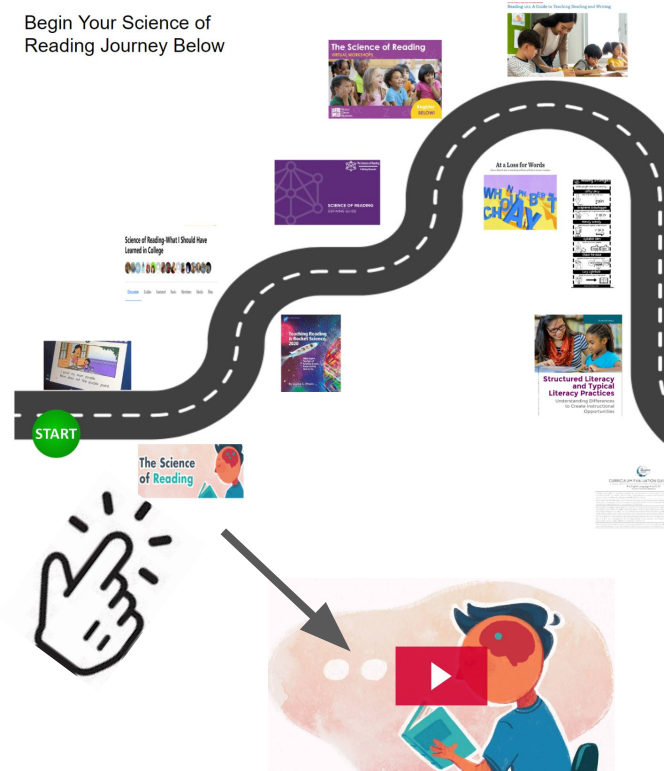


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How to use this document

This is an interactive resource, where we have delivered content to you on the science of reading and the 5 pillars of reading. Everything is interactive where you click on the image or link and brings you to the resource.

1. Letter and information on the science of reading
2. A road, a journey, to the science of reading
3. Literacy kit ideas to use with your lessons
4. The 5 Pillars of reading:
There are books, webinars, documents, information and so on within each pillar
5. Some recommended trainings
6. Universal data information
7. Science of reading resource



What is the science of reading?

The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.



SCIENCE OF READING INFO

SOAR WITH DYSLLEXIA 

THE SCIENCE OF READING IS THE RESEARCH BASED ON HOW WE LEARN TO READ. IT IS NOT A PROGRAM OR A SINGLE ACTIVITY YOU DO. IT IS THE BODY OF RESEARCH

MEMORIZING WORDS IS NOT AN EFFECTIVE WAY TO LEARN HOW TO READ. STUDENTS NEED TO DECODE EVEN THE IRREGULAR WORDS

STUDENTS NEED MANY REPETITIONS ON A CONCEPT, AND FOR OUR STRUGGLING ONES, EVEN MORE! SOMETIMES HUNDREDS OF EXPOSURES. PRACTICE MAKES PERMANENT

READING IS NOT NATURAL. WE WERE BORN TO SPEAK, BUT READING IS MAN-MADE, AND IT NEEDS TO BE EXPLICITLY TAUGHT

THE 3 CUEING SYSTEM IS AN OUTDATED READING "STRATEGY." THE ONLY READING STRATEGY FOR EMERGENT READERS & STRUGGLING ONES IS TO DECODE EVEN AS ADULTS; WE DO THIS - WE WOULD NEVER GUESS AT A NEW WORD

EARLY IDENTIFICATION AND INTERVENTION ARE KEY TO HELPING OUR STRUGGLING READERS
#DYSLLEXIA

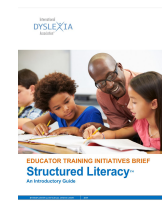
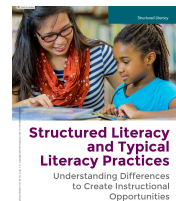
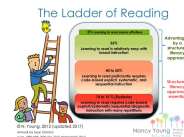
THERE IS NO GUESSING IN READING
#RIGHTTOREAD
THERE IS NO OSMOSIS

NO MATTER HOW I TEACH READING ABOUT 40% OF STUDENTS WILL PICK IT UP, BUT 60% NEED TO BE EXPLICITLY TAUGHT WITH EVIDENCE-BASED INTERVENTIONS AND OR STRUCTURED LITERACY

Begin Your Science of Reading Journey Below



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Continue >>

NICE STORY.
NOW SHOW ME THE
DATA

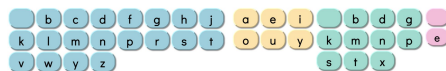
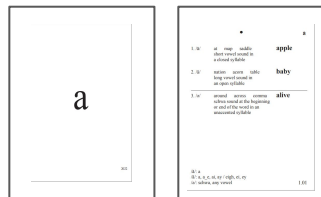
START





Literacy Toolkit

Materials you can use in your lessons

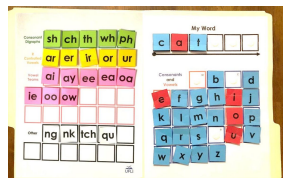
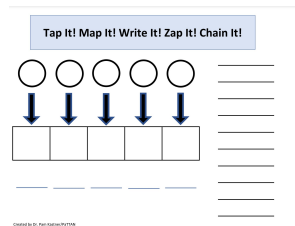
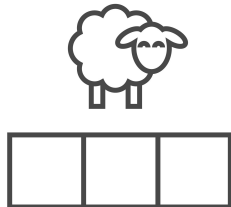


Explicit Instruction for Phonics Instruction		
SAR Long Vowel /I/ (Vowel)		
Instructional Day: _____		
Session	Instructional Focus	Time
Warm-up Activities	<p>Reading a Story: Read the story aloud. Have students read the story aloud. Have students read the story aloud.</p> <p>Word List: List the words in the story.</p>	10 min
Phonological Awareness and Articulation of the Sound	<p>Active Phonological Awareness: Have students read the story aloud. Have students read the story aloud.</p> <p>Articulation: Have students read the story aloud. Have students read the story aloud.</p> <p>Letter Sound Association: Have students read the story aloud. Have students read the story aloud.</p> <p>Word List: List the words in the story.</p>	10 min
Letter Sound and Letter Recognition	<p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p>	10 min
Word Reading, Fluency, and Comprehension	<p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p>	10 min
Word Work	<p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p>	10 min
Discussion	<p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p>	10 min
Test Application	<p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p> <p>Word Reading: Read the story aloud. Have students read the story aloud.</p>	10 min



Printing Like a Pro!

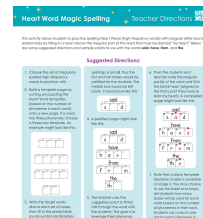
A Cognitive Approach to Teaching Printing to Primary School-Age Children



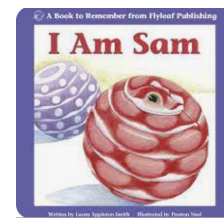
a	b	c
d	e	f
g	h	i

Printable Cards for Irregular “Heart” Words

said



Vowels

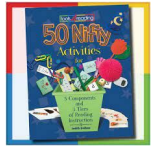
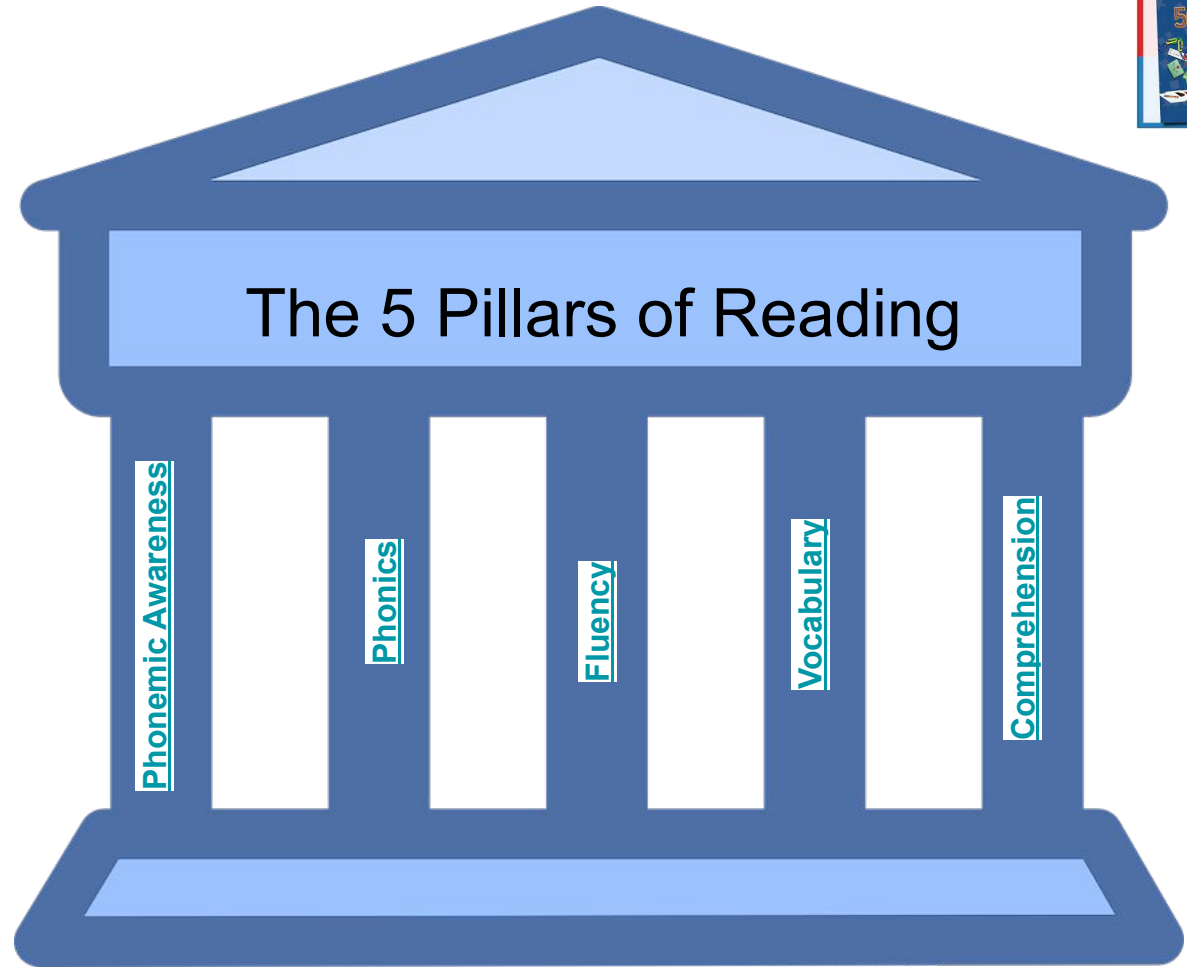




National Reading Panel

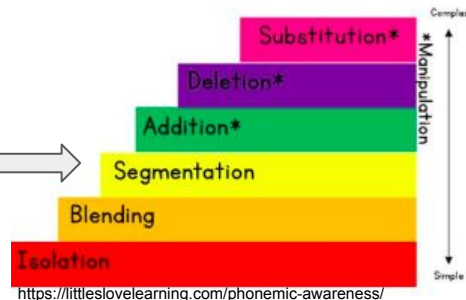
TEACHING CHILDREN TO READ:
An Evidence-Based Assessment
of the Scientific Research Literature
on Reading and Its Implications
for Reading Instruction

In 2000, the report of the National Reading Panel highlighted five (5) “pillars” of reading: Phonemic Awareness, Phonics, Oral Fluency, Vocabulary Development, and Comprehension. Reading with children and helping them practice specific reading components can dramatically improve their ability to read.



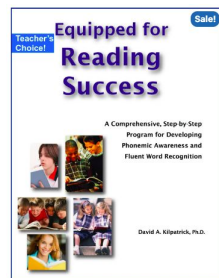
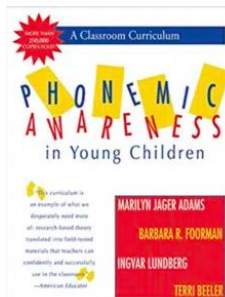
Phonemic Awareness

Is the ability to hear and manipulate individual sounds in spoken words

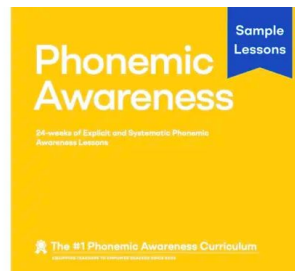
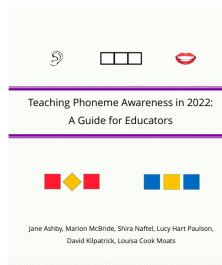


Books:

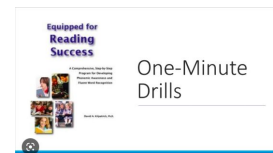
<https://littleslovelearning.com/phonemic-awareness/>



Resources:



Practical Activities:



Word Chains: Blending Skills
CVC Words with Short Vowels

CVC	CVC	CVC	CVC	CVC
1. box	dog	pig	jig	fox
2. fox	dog	big	mug	mix
3. pig	big	ban	bag	ax
4. dog	bag	win	top	up
5. dig	bat	tin	log	tip
6. fig	hut	tip	tot	lap
7. wig	hut	top	net	cup
8. big	hit	map	hot	cap
9. bag	kit	map	lot	cut
10. bud	nit	mob	lit	hut



The poster will get you started with the Switch It! activity. Switch It! is appropriate for young learners or anyone whose decoding or spelling isn't strong. It targets multiple reading skills simultaneously: letter-sound knowledge, phoneme awareness (especially segmenting and manipulating), the cognitive flexibility needed for reading unfamiliar words and decoding.

Older students who lack decoding accuracy may even benefit from doing Switch It! with nonsense words or in that to help to help etc.

Target the level of words that is not easy for your student. Most students ages 5 and up or beyond should begin with CVCVC or CCVCVC words, not the likely too easy CVC words!

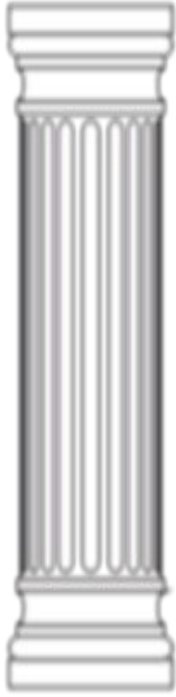
For an example video or how to do Switch It, see this page: <https://www.readinghorizons.com/switch-it/>



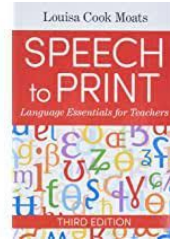
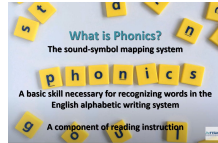
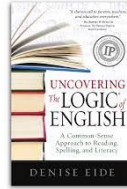
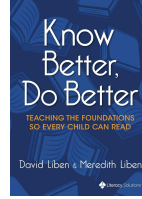
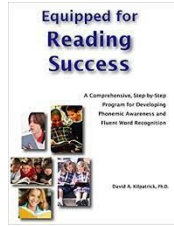
Assessment:



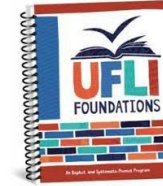
Phonics



Book and Webinars



Different curriculums

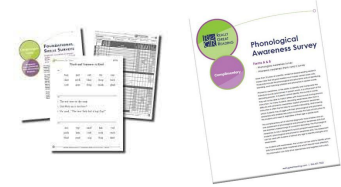


Unit	Week	Unit	Week	Unit	Week
Unit 1	1	Unit 2	2	Unit 3	3
Unit 4	4	Unit 5	5	Unit 6	6
Unit 7	7	Unit 8	8	Unit 9	9
Unit 10	10	Unit 11	11	Unit 12	12

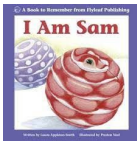
Unit	Week	Unit	Week	Unit	Week
Unit 1	1	Unit 2	2	Unit 3	3
Unit 4	4	Unit 5	5	Unit 6	6
Unit 7	7	Unit 8	8	Unit 9	9
Unit 10	10	Unit 11	11	Unit 12	12



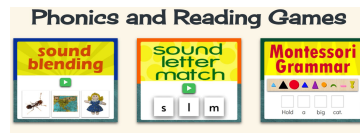
Assessments and lesson plans



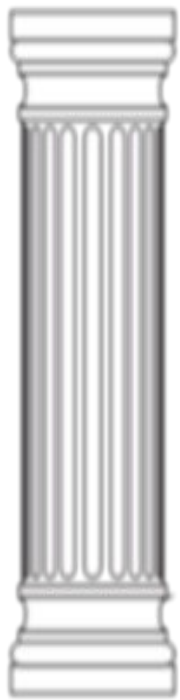
Decodable books



Free games online resource



Fluency

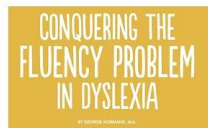


What Is Fluency?

Fluency is the ability to read with speed, accuracy, and proper expression. When students cannot recognize words accurately and automatically, fluency suffers, and in turn, reading comprehension is often compromised. Fluent readers read with automaticity, without struggling to decode each word. When students read with 98% accuracy their fluency and confidence increase. This results in higher reading engagement and better comprehension.

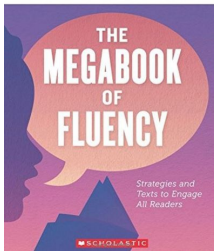
Did you know, that learning to decode and read accurately is essential to reading fluently? Once a student learns to decode and has a strong foundation in phonemic awareness and phonics, they can begin to practice fluency? Then once a student can decode, they can build words into their sight word memory and store them for accurate and effortless recognition. This is called orthographic mapping. The subskills that drive efficient orthographic mapping are phoneme proficiency, automatic phoneme-grapheme recognition, and frequent and distributed practice.

Books & Articles:

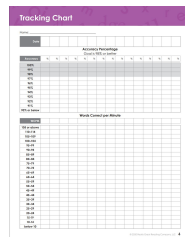


CONQUERING THE FLUENCY PROBLEM IN DYSLLEXIA
Catherine Coltheart and Kate Nation

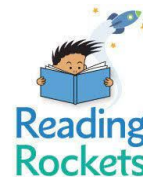
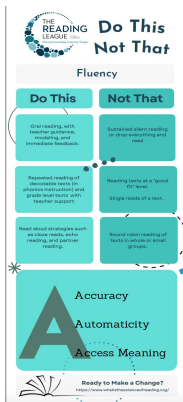
Reading is a complex skill that involves many subskills. One of the most challenging subskills for students with dyslexia is fluency. This book provides a comprehensive overview of the fluency problem in dyslexia, including the underlying causes and effective interventions. The authors discuss the importance of automaticity and the role of orthographic mapping in building fluency. They also provide practical strategies for teachers and parents to support their students' fluency development.



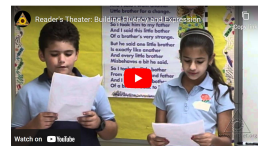
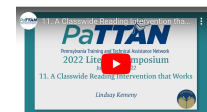
Decodables to build Fluency:



Resources & Activities:



Developing Fluent Readers | Reading Rockets



Assessments:



Hassbrouck & Tindal Oral Reading Fluency Data 2017

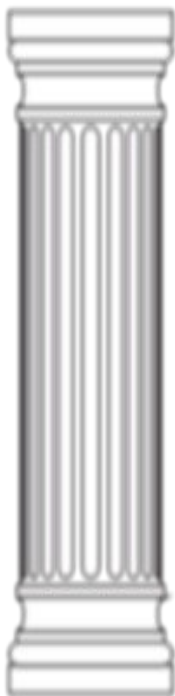
Readers' Theater: Building Fluency and Comprehension

Readers' Theater is a powerful strategy for building fluency and comprehension. It involves students reading a script aloud, which helps them practice reading with expression and understanding. This strategy is particularly effective for students who struggle with fluency, as it provides them with a supportive environment to practice and receive feedback.

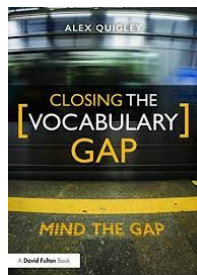
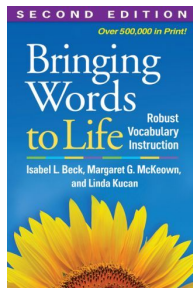
Grade	Passable	Good	Excellent	Target	Score	Score	Score	Score	Score
1	100	120	140	160	180	200	220	240	260
2	120	140	160	180	200	220	240	260	280
3	140	160	180	200	220	240	260	280	300
4	160	180	200	220	240	260	280	300	320
5	180	200	220	240	260	280	300	320	340
6	200	220	240	260	280	300	320	340	360

Source: www.readingmatters.org

Vocabulary



Books:



Teaching Vocabulary:

- Vary our vocabulary in daily interactions.
- “**Assemble** in the meeting area please!”
- Focus on teaching Tier 2 words.
- Use Read-alouds.
- Teach morphology.
- Give simple definition of the word.
- Use pictures to help students infer meaning.
- Put the new word into a sentence.
- Tie the new word into an anecdote.
- Give examples & non-examples.

Using Read-Alouds:

[Vocabulary Instruction 2nd](#)

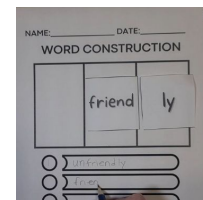
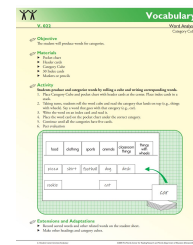
TEXT TALK LESSONS

CREATED BY
UTAH READING FIRST EDUCATORS



Games/Activities:

PICTIONARY



Other resources:



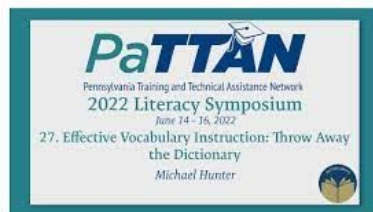
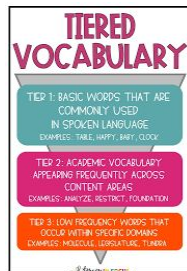
Morphology:

[Van Cleave - Morphology Matters](#)



Morphology Matters
Building Vocabulary Through Word Parts

Learning opportunities:



Anita Archer

[Anita Archer - Vocabulary Instruction](#)
[Dynamic Vocabulary Instruction](#)

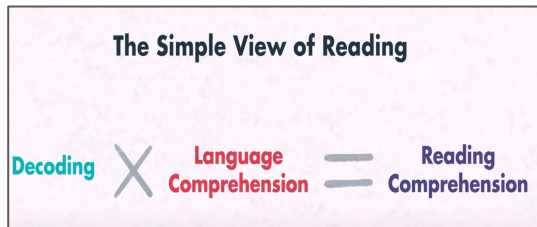
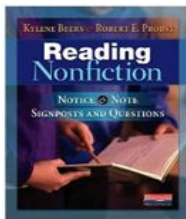
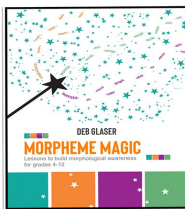
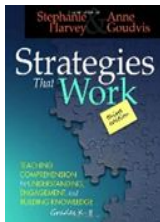
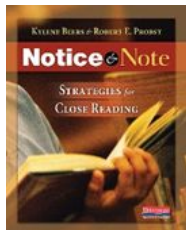
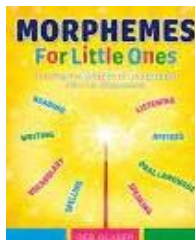
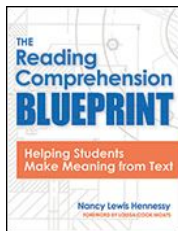
Dr. Mary Curtis

[Explicit Vocabulary Teaching Strategies](#)

Reading Comprehension:

The ultimate goal of reading is comprehension. It is the ability to understand written words.

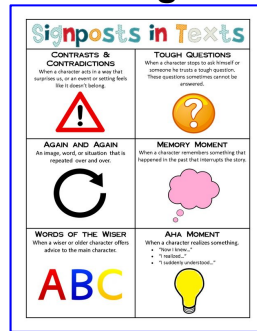
Books:



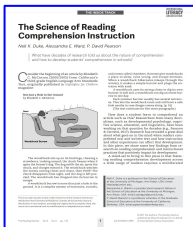
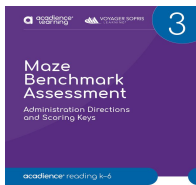
Podcast:



Strategies:



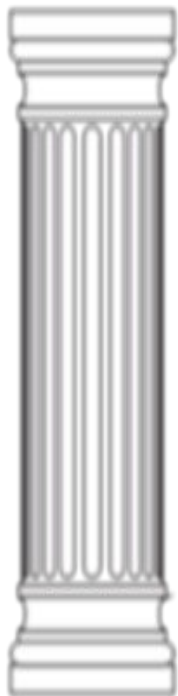
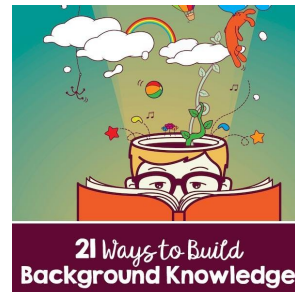
Assessment Tool:



Articles:

6 Essential Skills for Reading Comprehension:

- 1) Decoding
- 2) Fluency
- 3) Vocabulary
- 4) Sentence structure & cohesion
- 5) Reasoning & background knowledge
- 6) Working memory & attention



My top Professional Development Recommendations for SOR



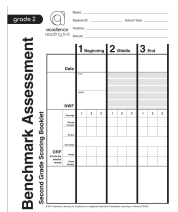
Created by
Audrey Paquette
Resource Teacher



FREE Universal Screening - Resource Presentation



French Screening Info

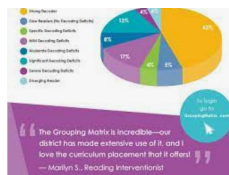


Printables

- Given to all students 3 times a year
- Brief
- Standardized
- Reliable and valid
- Predictive - cut point that predict an important reading outcomes
- Indicators of essential early literacy skills
- Provide student level and system level information



Diagnostics RGR



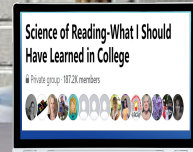
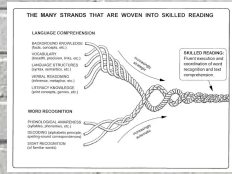
Online Matrix

A detailed table for Words Their Way inventory, showing columns for words, levels, and various assessment metrics.

Words Their Way inventory

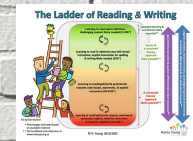


Free webinar series on data



The science of reading is the body of research

Science of Reading Resources Created by Melanie Brethour





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