

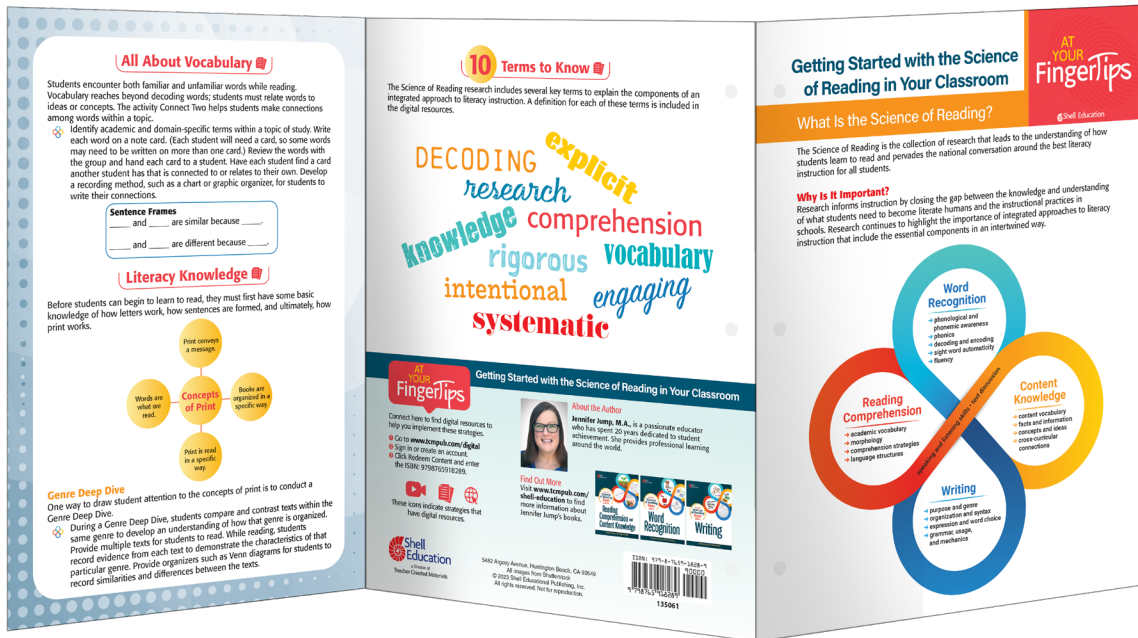
AT YOUR FINGER TIPS

Lessons and Activities

Getting Started with the Science of Reading in Your Classroom
K-12

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Getting Started with the Science of Reading in Your Classroom

What Is the Science of Reading?

The Science of Reading is the collection of research that leads to the understanding of how students learn to read and pervades the national conversation around the best literacy instruction for all students.

Why Is It Important?


Research informs instruction by closing the gap between the knowledge and understanding of what students need to become literate humans and the instructional practices in schools. Research continues to highlight the importance of integrated approaches to literacy instruction that include the essential components in an intertwined way.

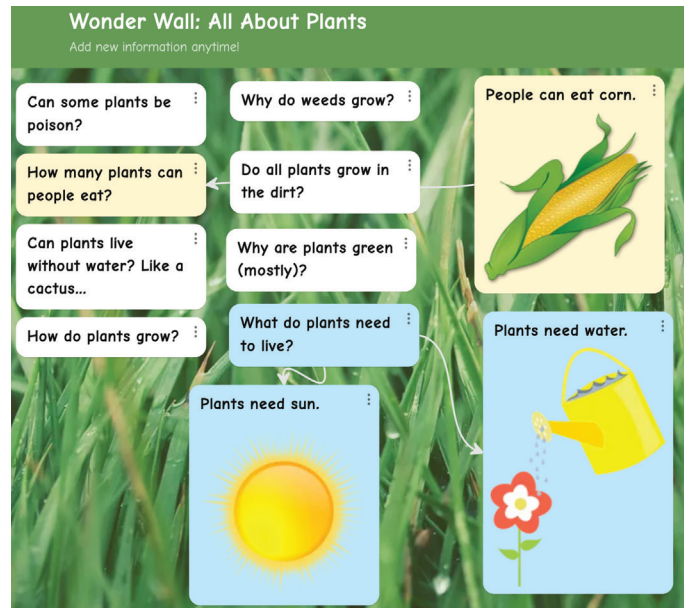


Reading Comprehension

Activate and Build Knowledge


Activating and building background knowledge supports students as they navigate text. Making connections with new information leads to better understanding and comprehension. Jump-start student thinking about a topic by using a Wonder Wall.

-  Label a bulletin board or digital board with a topic. Introduce the topic and tell students to think of questions about it. Record students' questions on sentence strips, or have students draw and label pictures of their wonderings. Post student wonderings on the Wonder Wall. Support the discovery of responses to students' questions during daily learning. Allow for students to add learned information to the Wonder Wall throughout their learning.



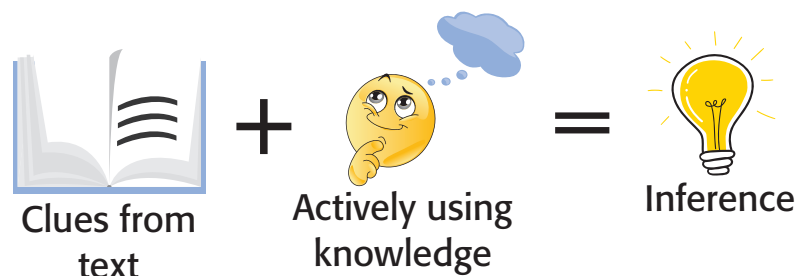
Identifying Text Features


When students use text features, they may make predictions, anticipate what they will read about, and identify important topics. Recognizing text features helps students make connections between ideas and build their understanding of facts, vocabulary, and important concepts. Directly teach students to identify the purpose and impact of text features by drawing their attention to specific features before and during reading.

-  Select a text with several different features. Discuss what information each feature provides and why the author included it. After reading, have students summarize how each text feature supports the information and helps them better comprehend the content.

Making Inferences

Students must be able to make inferences when they read because the messages authors intend are not always explicit. Students read "between the lines" when they read critically. Teaching this complex skill requires effective and regular modeling and practice.



-  Inferencing may be done before, during, or after reading. Before reading, students might consider the text's title and preview chapter titles to infer how the story might develop. During reading, students can share and discuss their reactions to events or characters' actions. They may jot questions or "a-ha" moments on sticky notes or use graphic organizers to analyze characters and events. After reading, students can revisit questions or discuss important events or actions, making inferences based on what happened.

10 Terms to Know

The Science of Reading research includes several key terms to explain the components of an integrated approach to literacy instruction. A definition for each of these terms is included in the digital resources.

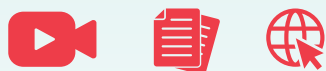
DECODING *explicit*
research
KNOWLEDGE *comprehension*
rigorous *vocabulary*
intentional *engaging*
systematic



Getting Started with the Science of Reading in Your Classroom

Connect here to find digital resources to help you implement these strategies.

- 1 Go to www.tcmpub.com/digital
- 2 Sign in or create an account.
- 3 Click Redeem Content and enter the ISBN: 9798765918289.



These icons indicate strategies that have digital resources.



About the Author

Jennifer Jump, M.A., is a passionate educator who has spent 20 years dedicated to student achievement. She provides professional learning around the world.

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