







Science-Based Reading Instruction

Professional Learning Guide

[Click here to learn how this guide works!](#)

New to learning about science-based reading instruction? Select option(s) from Pathway A. More experienced with it or have a bit more time? Select option(s) from Pathway B. OR pick and choose from either pathway based on what will work best for your teachers!

Steps	Options for Pathway A	Options for Pathway B
 <p>Step 1 Prime the Team</p>	<p>-Share 2 min video, "The Science of Reading: Defining Movement" (2 min)</p> <p>-Put infographic in educator mailboxes with a blank "Thoughts" sticky note and ask educators to jot down one thought to bring to meeting (10 min)</p> <p>-Send note ahead of meeting time: "Think about how you were taught to read. Do you remember what method was used?" Jot down some thoughts for discussion (5 min)</p>	<p>-Share At Loss for Words podcast (52 min) and some or all of the discussion questions.</p> <p>Notes: The audio version is more accessible than the article, so we strongly encourage you to listen rather than solely read the article. Here are some notes regarding the discussion questions</p>
 <p>Step 2 Anchor the Team</p>	<p>-Share Agree/Disagree statements and jot individual notes (5 min)</p> <p>-Watch short series video. Jot thoughts (5 min)</p> <p>-Group discussion (small or whole): How were you taught to read? Do you remember what method was used? What memories or feelings to you have about that now? Do you see similarities or differences in how you are teaching students to read? (10 min)</p>	<p>-Watch short series video (3 min)</p> <p>-Group discussion (small or whole) of questions from podcast (15 min)</p>
 <p>Step 3 Build Shared Background Knowledge</p>	<p>-View series webinar together and stop at the following places:</p> <p>Stop point: (2:16, "What Researchers Are Saying") – Discuss the big ideas that stem from the research. What do you think is meant by each of these statements? How might these ideas inform reading instruction?</p> <p>Stop Point: (11:26, After video example) – Discuss what you saw in the video. What did the teacher do that shows she followed "I do, We do, You do?"</p> <p>Stop Point: (10:51, After "Improvements to Classroom Instruction") – What improvements might you see in your students' abilities when you use explicit instruction techniques to teach skills in the five key areas of reading? (Webinar 11 min +stop and discuss = 40 min)</p>	
 <p>Step 4 Group Discussion or Learning Activity</p>	<p>-Revisit the Agree/Disagree statements if used in step 2, have small group discussion about places in the webinar that related to those statements of agreement or disagreement (20 min)</p>	<p>-Create a Steps Towards SBRI t-chart with two sides: "First Steps" on the left and "Obstacle/Challenges" on the right. Discuss and record thoughts. Save the chart to revisit at the end of the year or later down the road (20 min)</p>
 <p>Step 5 Application Exit Activity</p>	<p>Share family resources: bookmark, video, and family flyer (5 min)</p> <p>-Think-pair-share 3 things you learned, 2 things you can do, and 1 question you still have? These could be compiled by the coach to share in the upcoming email.</p> <p>Note: In the next meeting they should prepare to share their favorite "start to the year" explicit and effective teaching tip (anchor chart, bookmark, routine song or saying, lesson plan template, etc.)</p>	
 <p>Step 6 Coach Connection</p>	<ul style="list-style-type: none"> • Email follow up with "learning highlights" from the meeting and reminder of next meeting date. • Share copy of our VSLA article with them for further reading (10 min) • Share the Learning from Science-Based Reading Research webinar (15 min) • Share the series infographic if you haven't done so already • Share the Small Steps Towards Science-Based Reading Instruction webinar (15 min) • Share Blog post What is the Science of Reading? (Shanahan, 2021) (5 min) 	

Using the Professional Learning Guides

Welcome! We are thrilled to share with you some resources we have curated to help you in your efforts to support teachers as they align instruction with science-based reading research. We developed this guide with you in mind – to meet the needs of coaches, reading specialists, and support personnel whose aim is to improve instruction.

We also know that time is our most valuable resource – and it is limited. We have been where you are! Sometimes PD looks like a captive audience at a faculty or grade-level meeting, other times it feels like trouble shooting together with a teacher while you stand together in the lunch line. No two schools look alike.

We recognize that YOU are the expert on the teachers you serve. You know their strengths, their challenges, their backgrounds, and their willingness to try new things. Our goal is to provide tools and resources you can use to build their knowledge and strengthen their practice around science-based reading instruction.

We have developed our professional learning guides with flexibility in mind. We know sometimes you have a group of individuals who are eager to learn new things and have lots of great questions. We also know some teachers are doing their very best and don't have room for much more at this moment. We trust that you will make the right decisions for your staff.

With that in mind, we built these professional learning guides so they can be adapted to different time frames, levels of knowledge, and presentation modes. You can select from several options to complete the six steps with materials that best fit your needs. Choose what works for you!

Step 1: Prime the Team

This is the 'prep work' for your discussion. With multiple options to choose from, we tried to make this 'portable.' Examples include podcasts that teachers might listen to on their way to work, during a walking group, or a planning period. If time is short, you could ask teachers to review the infographic and make some quick notes. Or you might pose a question on a post-it note and drop them in teacher mailboxes to have them start brainstorming about the topic. The goal is for these to be done independently and have those that attend your session already thinking about things!

Step 2: Anchor the Team

Ready to build buy-in? We share some great thought-provoking videos or questions that allow others to bring their voice and experience to the discussion. This step allows everyone an opportunity to stop and think about how the topic impacts them and the students they serve – in an enjoyable way!

Step 3: Build Shared Background Knowledge

We all know the best lessons start with students having similar background knowledge! The Anchor activity was created to do just that – give everyone a shared experience and jumping off point for further discussion. A great option for this step is the subject-based webinar. We've even suggested some great places to stop and share thoughts – with suggested conversation starters and questions!

Step 4: Group Discussion or Learning Activity

Engagement all the way! This part of the PD is all about letting participants share their voice and show their knowledge. We share different ideas for getting participants involved and thinking critically about the content. This is also the place where you can see how well your message was received and check for understanding!

Step 5: Application Activity

Taking new content beyond the scope of the discussion is paramount if you want new practices to take hold. We provide options for an exit activity that lets participants leave with something they can apply in their classrooms the next day!

Step 6: Coach Connection

Research tells us only 10% of new content makes it into the classroom from workshops alone – it is the follow-up that really matters! The coach connection is how you make that happen. We provide plenty of follow-up resources you can use when you revisit the topic with teachers in their own classrooms or future discussions!

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Professional Learning Guide Planning Sheet

Steps	Activity	Notes
 <p>Step 1 Prime the Team</p> <p>Date to send: April 15 & April 20</p>	<p>Send SOR 2-minute intro video one week ahead of time (Friday)</p> <p>Hang infographic on the back of bathroom stall doors (Monday)</p> <p>Put infographic and sticky note in boxes two days before meeting (Wed)</p>	<p>Try to print infographic in color—can the office do it?</p> <p>Send reminder to team leads on team meeting day in case they want to watch it together</p> <p>Send email Friday morning reminding teachers to bring sticky note to the meeting</p>
 <p>Step 2 Anchor the Team</p> <p>Meeting date: April 22</p>	<p>Share thoughts from infographic</p> <p>Share agree/disagree statements</p> <p>Watch short series video</p>	<p>Print and bring agree/disagree statements or project</p> <p>Project digital copy of infographic</p> <p>Infographic questions if needed: What did you already know? What surprised you?</p>
 <p>Step 3 Build Shared Background Knowledge</p>	<p>Watch webinar, stop and discuss</p>	<p>Stop at slide 5, 15, 19, use questions from guide</p>
 <p>Step 4 Group Discussion or Learning Activity</p>	<p>Revisit agree/disagree statements, discuss</p>	<p>Note anything teachers seem confused about for follow up later</p>
 <p>Step 5 Application Exit Activity</p>	<p>Share parent resources with teachers</p>	<p>If teachers are interested in using the bookmark, we could try to make a copy for each student</p>
 <p>Step 6 Coach Connection</p>	<p>Email teachers "learning highlights" from meeting and next meeting date</p> <p>Share the "What is the SOR?" Shanahan blog post the following Monday</p>	<p>Send the short videos, infographic, webinar, blog to principal and school psychologist so they are up to date about what we are discussing</p>

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Steps

Activity

Notes



Step 1
Prime the Team

Date to send:



Step 2
Anchor the Team

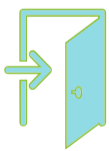
Meeting date:



Step 3
**Build Shared
Background Knowledge**



Step 4
**Group Discussion or
Learning Activity**



Step 5
Application Exit Activity



Step 6
Coach Connection