



the Reading Roundtable

Coaching Conversations for
Strong Literacy Practice

LISTEN. REFLECT.
COLLABORATE. GROW.



Reflection Guide

Episode 1:

What the Science of Reading Really Means in Practice



BIG IDEA

The Science of Reading is not a program, a trend, or simply phonics. It is a body of research that helps educators understand how students learn to read, why some students struggle, and what types of instruction support skilled reading development. Strong literacy instruction supports both word recognition and language comprehension.



KEY TAKEAWAYS

- ✓ Reading is not natural in the same way spoken language is natural.
- ✓ The Science of Reading is not just phonics.
- ✓ Skilled reading requires both accuracy and meaning.
- ✓ Strong instruction is complete, explicit, and intentional.



CLASSROOM REFLECTION QUESTIONS

- 1 Are we supporting both word recognition and language comprehension in our literacy instruction?
- 2 Where are students receiving explicit instruction in how written language works?
- 3 How are we building vocabulary, background knowledge, and oral language across the day?
- 4 Are students getting enough opportunities to read, write, talk, and think deeply about text?
- 5 What is one area of our literacy instruction that could become more intentional this week?



PLC CONVERSATION STARTER

Look at one upcoming literacy lesson.
Ask: What part of skilled reading does this lesson support?
Then ask: How will students apply this learning in real reading or writing?



ACTION STEP

Choose one lesson this week and strengthen the connection between the skill being taught and how students will use that skill as readers, writers, or thinkers.

