

Science of Reading: Upper Elementary/Secondary

TNTP ensures literacy teachers, coaches, instructional leaders and support staff have access to learning and development to improve literacy instruction in 4-12.

The Challenge

Cognitive neuroscience revolutionized our understanding of how children learn to read. Despite this robust research base, known as the Science of Reading (SoR), many instructional practices remain misaligned with evidence-based approaches. This particularly impacts multilingual learners and students with learning differences. **Research shows that transforming literacy outcomes requires systematic professional learning in the science behind literacy development** (Ball et al., 2008).



With intense focus on support early literacy practices, how can systems help teachers and students apply research-based best practices in the upper grades where learning to read gives way to reading to learn?

Research-Aligned Solution

TNTP's Science of Reading: Upper Elementary/Secondary professional learning translates a vast and growing body of research into practical classroom instruction through:

- Deep grounding in cognitive science and reading development
- Alignment with Scarborough's Reading Rope and Simple View of Reading
- Integration of National Reading Panel findings and current research
- Evidence-based support for multilingual and neurodivergent learners
- Immediate classroom application of research-based practices

Each of the six online self-guided modules includes pre- and posttests, as well as reflection and application opportunities that integrate new learning into current instructional practices. The online modules are designed to be completed in the order shown below. While examination of and reflection on the educator's current instructional materials is supported, the online learning is curriculum-agnostic.

1. Literacy for All: Strong Instruction for Secondary Learners	4. Building Knowledge & Vocabulary Through Text
2. Building a Foundation: Skills for Secondary Students	5. Evidence-Based Discussion and Writing
3. Making Sense of Complex Text	6. HQIM: The Cornerstone of Strong Literacy Instruction



Actionable Learning

TNTP recommends coupling the online self-guided knowledge building with facilitated practice sessions, supporting educators to learn collaboratively directly apply new learning to their own instructional practice. Educators engage in student-centered planning and reflection using the curricular materials they use and data from the students they teach. This powerful approach narrows the “knowing-doing gap” and supports more effective instruction, including differentiated support for students who are multilingual learners and/or students with thinking and learning differences.

Each of the sessions listed below represents 90 minutes of learning; sessions can be broken into two parts to be used in a 45-minute time slot for implementation during professional learning communities (PLCs) or other in-school professional learning time.

1. Reading for All	5. Close Reading
2. Complex Texts	6. Academic Discourse
3. Knowledge Building	7. Writing
4. Vocabulary	8. Fluency

Scalable Implementation

This flexible professional learning combines on-demand knowledge building with practice based on research demonstrating strong results in instructional improvement for role-alike or mixed group cohorts (Abdul Razak, 2016).

Facilitated learning can be delivered during a series of 45-minute sessions and/or stacked together for longer learning opportunities. Sessions can be delivered in-person or via Zoom, facilitated by TNTP staff with a deep understanding of Science of Reading and relevant curricula. Our online and hybrid learning models integrate easily into existing PLCs, professional development days, staff meetings, or instructional coaching sessions.

Investment

- \$450 per educator for 12-month access to online self-guided learning modules
- Aligned facilitated sessions priced separately
- LMS-integration pricing available

What are users saying?

Since 2024, over 1,500 teachers, support staff, coaches and instructional leaders have taken TNTP’s Science of Reading course for Upper Elementary/Secondary educators. More than 95% of course completers agreed they “will be able to apply the knowledge and skills acquired in [their] professional role” and almost 90% would recommend this course to others. More detailed success data can be provided upon request.

Get In Touch

To discuss how this research-based solution can strengthen literacy instruction across your system, contact Deborah Helms, National Consulting Partner: deborah.helms@tntp.org