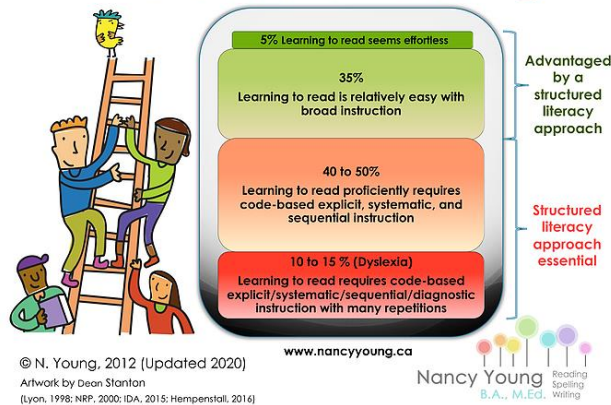


The Science of Reading Resources for Educators, Families, & Taxpayers

Inspiring Us to Imagine If All Kids Could Read Well

The Ladder of Reading



[The Ladder of Reading Infographic used with permission of Nancy Young](#)
[The Ladder of Reading Statistics](#) and [IDA Examiner article](#) (July 2018)

“There are no silver bullets in education. But I've come to believe that early reading instruction is the closest we've got. [Reading is the foundation upon which all academic learning is built. Imagine what a difference it would make if all kids could read well?](#)” (Emily Hanford)

[Emily Hanford on Reading as THE Equity and Social Justice Issue](#)

“I've come to care so much about reading instruction because I've reported for years on race and inequality. Reading instruction that is not backed up by what scientists have figured out about how the brain learns to read is an equity issue. I think it may be THE equity issue.”

“...the bottom line here is that when teachers aren't taught how reading works, it hurts all kids and it hurts poor kids the most. Because their parents can't afford private tutoring”.¹

Reading inequity In the news:

[“Two boys in New York City with the same disability tried to get help. The rich student got it quickly. The poor student did not.”](#) (USA Today, 2/9/20)

[An Old and Contested Solution to Boost Reading Scores: Phonics](#) (New York Times - 2/15/20)

“...proponents of what they call the ‘science of reading’ swap lesson plans intended to avoid creating ‘curriculum casualties’ – students who have not been effectively taught to read and who will continue to struggle into adulthood, unable to comprehend medical forms, news stories or job listings.”

Emily Hanford (10/11/19) [“I know of no one who understands the science of reading who believes in a ‘reading = phonics perspective’ or is urging teacher educators, administrators or teachers to abandon the idea that reading is a complex meaning-making process.”](#)

¹ <https://twitter.com/ehanford/status/1169249192344207361?lang=en> & <https://twitter.com/ehanford/status/1084074826728390658>

[Emily Hanford on the Science of Reading \(4/4/17 – 6/12/20\)](#)



- [Kids with dyslexia are not getting what they need in American Schools](#) (4/4/17)
- [How American schools fail kids with dyslexia | Hard to Read](#) (9/11/17) [States' laws to support dyslexic children mostly lack funding, accountability, training mandates](#) (10/24/17)
- [Hard Words: Why Aren't Our Kids Being Taught to Read?](#) (9/10/18)
 - [What to do if your child's school isn't teaching reading right](#) (10/8/18)
 - [Why Millions Of Kids Can't Read And What Better Teaching Can Do about It](#) (1/2/19)
- [What Teachers Should Know about the Science of Reading](#) Hanford & Loewus (3/11/19)
[Getting Reading Right](#) – *Education Week* (10/2/19)
- [At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers](#) (8/22/19)
- [The Fight to Fix Reading Instruction](#) “New documentary looks at science of literacy, debunked theories, and the ongoing debate over what works best.” (10/15/2019)
- [A conversation with Emily Hanford on reading instruction in the U.S.](#) (10/24/19)
- [National Assessment shows more K-12 students struggling to read](#) (11/1/19)
- [New salvos in the battles over reading instruction](#) (12/20/19)
“Several powerful people and organizations have weighed in on the national conversation prompted by APM Reports' podcast episodes.”
- [Experts say widely used reading curriculum is failing kids: A first of its kind review finds Lucy Calkins' materials don't align with the science of reading.](#) (1/27/20)
- [Is learning to read a constitutional right?](#) (4/30/20) “...a federal Court of Appeals panel decided that Detroit Public School Community District students have a “fundamental right to a basic minimum education” in the [case sometimes known as the “right to read” lawsuit](#).
- [Discovering the Science of Reading: A Reporter’s Story](#) (6/12/20 Keynote - PA Literacy Symposium)

Reading and the Brain

[Your Brain on Reading](#) “Very useful 7 min video for teachers and others. [Stanislas Dehaene explains the basics of neuroscience for teaching reading](#)” (12/17/18) “Decoding is not synonymous with reading. It’s necessary but not sufficient. So, it’s not that phonics instruction would make every child a great reader. It’s that without it, some kids won’t learn to read at all.”

[Rewiring the brain for reading: Q&A with Bruce McCandliss, Ph.D.](#) “By deliberately directing children’s attention to the sound structure of language, we optimize activity in those regions.”

[The Neurobiology of Dyslexia](#) (Jan/Feb, 2019) “The purpose of this article is to (a) provide a straightforward, although not overly simplified, overview of neurological research on dyslexia.”

Keith Stanovich

Does Reading Make You Smarter?

The Matthew Effect: The Rich Get Richer and the Poor Get Poorer

Maryanne Wolf

Phonics vs Whole Language

Mark Seidenberg

[Becoming a Reader](#): author of [Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It](#) discusses how to help children become skilled readers (4/10/19, video).

[Connecting the Science of Reading and Educational Practices](#) (Seidenberg, 3/2020)

David Kilpatrick

Kilpatrick: 95 Percent Group Kilpatrick On-Demand Webinars

The Kilpatrick Webinar Series, based on David Kilpatrick's book, [Essentials of Assessing, Preventing, and Overcoming Reading Difficulties](#)

[Reading in the Rockies Conference](#) (10/7/17) by David A. Kilpatrick, Ph.D.

[Spelfabet](#) condensed versions of Kilpatrick’s Reading in the Rockies talks (Alison Clarke):

- [Things tie together when you have a really good theory](#) (2/26/18) Three Kilpatrick videos from the 2017 Reading in the Rockies conference... I’ve summarized each video with what I think are the key points, recording the time on the video clock to assist those skimming to find topics of interest. The first video is about preventing word reading difficulties and intervening with those who struggle.
- [Summary and Conclusions](#) (3/13/18)
“This is a summary of the second half of an online video seminar entitled ‘Assessment and Highly Effective Intervention in Light of Advances in Understanding Word-Level Reading’”.
- [The nature of reading development and difficulties](#) (4/15/18)
“David Kilpatrick’s third excellent seminar, ‘The Nature of Reading Development and Reading Difficulties’, presented at the 2017 Reading in the Rockies conference.”

[James Chapman and William Tunmer](#)

[Is Reading Recovery an Effective Intervention for Students with Reading Difficulties? A Critique of the I3 Scale-Up Study](#) (2016)

[Reading Recovery's Unrecovered Learners: Characteristics & Issues](#) (2018) See pp. 10 & 26: "[The Reading Wars & Reading Recovery: What Educators, Families, & Taxpayers Should Know](#)", Cook, Rodes, Lipsitz (2017)

["Schools would be better to cut loose from Reading Recovery"](#) – James Chapman (6/7/19)

["Reading Recovery fails too many students every year"](#) – James Chapman (8/21/19)

[Kerry Hempenstall](#)

[Scientific Evidence for Effective Teaching of Reading](#) (2016)

[Pamela Snow](#)

[Dear Parents: Welcome to the Confusing World of Reading Instruction](#) (8/3/19)

[Why every child needs explicit phonics instruction to learn to read](#) (11/12/19)

[Lyn Stone](#)

[Orthographic mapping explainer](#) "Useful 8 min video introduction to orthographic mapping and why it's so important for teachers to understand this process." (9/22/19)

[Timothy Shanahan](#)

[I'm a Terrific Reading Teacher, Why Should I Follow the Research?](#) (10/5/19)

"Research: the only tool we have that allows us to determine the kinds of teaching most likely to advantage our students'.... Technology & changes in how we work & interact socially demand higher levels of literacy than in the past if our students are to fully participate in the benefits of our society."

[More on the PBS News Hour Dyslexia Segment](#) (6/11/19) According to Shanahan, former member of the National Reading Panel, "The best statement about quality phonics instruction... is the [Knowledge and Practice Standards for Teaching of Reading](#) from the International Dyslexia Association. They don't endorse any particular phonics product, but their instructional principles concerning structured phonics instruction are impeccable and sensible and... I think they should be the standard."

[Why Is It So Hard to Improve Reading Achievement?](#) (1/25/20): A message to teachers:

"Ms. Jones, we need your help. Studies show that kids can do better in reading if they receive a substantial amount of high-quality phonics instruction. Research also shows that hasn't been happening in enough classrooms."

[Louisa Moats](#)

[Louisa Moats' Website](#) - [Louisa Moats: We need to be outraged](#) (2014)

[Louisa Moats - Keynote Address at 2018 Reading League Conference](#) (2/9/19)

[Literacy Professional Development: 10 Reasons Why It's Essential](#) by Louisa Moats (8/31/18)

[Teaching Reading IS Rocket Science, 2020](#) (Summer 2020 update of Louisa Moats' 1999 book)

Stephen Parker

[A Brief History of Reading Instruction](#) - Stephen Parker (6/25/19) Parker Phonics. “Education is a multi-billion-dollar industry involving multiple stakeholders – governments, business, educators, parents, children, taxpayers, unions, interest groups – whose perspectives and interests often conflict. (p11).”

“Take a look at the cost (\$6,393) in the picture below (copied from an internet advertisement) for a **single grade school** to outfit a **single grade 1 classroom** with Balanced Literacy reading materials from Heinemann Publishing. Similar materials are marketed by Heinemann for each of grades K through 6.” See: [Response to Reading Recovery \(RRCNA\)](#) Cook and Lipsitz (4/20)



“Taxpayers: this is your money.”

[The Simple View of Reading: Still Conclusive After 33 Years](#) (3/3/19)

“In this blogpost I take a look at the Philip Gough and William Tunmer classic model of reading comprehension, first published in 1986.”

The Simple View of Reading



[Synthetic Phonics: What It Is and What It Is Not](#) (3/8/19)

[Sight Words, Orthographic Mapping, and Self-Teaching](#) (4/22/19) “My goal... is to advocate for... change from Balanced Literacy – with its ‘invented’ spellings, rote-memorized sight words, ‘discovery’ learning, and guessing strategies – to Synthetic Phonics.”

[The Alphabetic Code Made Easy](#) (8/16/19) “The alphabetic code is the set of correspondences that exist between the most basic sounds of English (called *phonemes*) and the letters that symbolize those basic sounds (called *graphemes*).”

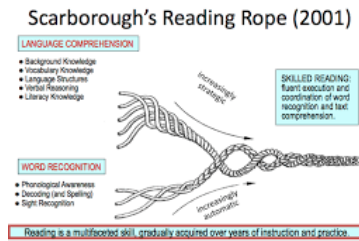
[Why Synthetic \(Bottom-Up\) Reading Instruction?](#) (7/29/19) “All words consist of individual sounds, called ‘phonemes’, which seamlessly blend together when the word is spoken.”

Anita Archer

Explicit Instruction “There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”

Hollis Scarborough

Hollis Scarborough’s Reading Rope: A Groundbreaking Infographic



Barbara Foorman

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (2016)
Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5
Implementing Evidence-Based Reading Practices in K–3 Classrooms (2/6/20) A new review by Foorman, et. al provides...evidence-based reading practices...resources to help practitioners implement evidence-based literacy instruction.

Jennifer Buckingham

Reading Recovery: A Failed Investment - Jennifer Buckingham (2/7/19) See Endnote #6 in “A Failed Investment”: “The Reading Wars and Reading Recovery”, Cook, Rodes, Lipsitz (2017)

The Reading League

Why is The Reading League Needed? A Roundtable Discussion

“On April 7, 2018, teachers, administrators, parents, college professors, and psychologists got together to share their stories... in coming to know...highly effective, evidence-based reading instruction.”

DecodableText Sources - Decodable texts are carefully sequenced to progressively incorporate words that are consistent with the letter–sound relationships that have been taught to the new reader.

Reading League of Pennsylvania: Parent Resources for Education: School Closures due to COVID-19 and Teacher Resources: COVID-19 Closure

Three-Cueing Systems & Related Myths - The Reading League - Event September 2019: Heidi Beverine-Curry: “the most long-standing misconception about effective reading instruction.”

“Strategies Used in Education for Resisting the Evidence & Implications of the Science of Reading” (2020). Brady, Susan. *The Reading League Journal* (Jan. 2020, pp. 33-40)

“The consequence of the higher education roadblock to the science of reading is an on-going flow of newly credentialed teachers who have not acquired critical knowledge and skills for teaching reading. This contributes to the lack of scientifically-based reading instruction in general education classrooms in the early grades, the cornerstone of effective Response to Intervention models (p. 35).”

[Right to Read Project Blog \(Goldberg & Alden\)](#)

[Teachers Won't Embrace Research Until It Embraces Them](#) (7/19/19)

[F&P Benchmark Assessment System: Doesn't Look Right, Sound Right, or Make Sense](#) (9/23/19)

[Making Changes That Last: The End of the Pendulum?](#) (10/11/19)

[We Can't Teach Love But We Can Teach Reading](#) (3/10/20)

[ABCs of Teaching Reading at Home](#) (4/7/20)

[Reading Behaviors ≠ Reading](#) (10/25/19)

"Leveled texts seemed to require guessing strategies that I couldn't bring myself to teach.... I wasn't the only one who felt that what our students were doing wasn't reading."

"One interventionist asked our leaders: Do you want me to teach LLI or do you want me to teach kids to read?"
"Another interventionist: This cueing thing isn't reading. They are pretending to read and we are pretending to teach reading."

"I threw myself into researching reading because my students were waiting for me to teach them... I had been teaching for almost ten years before I began learning about the instruction that most children need to become skilled readers."



[Karen Vaites](#)

[A Field Guide to the Literacy Tsunami](#) (4/19/19)

[School Yourself: Phonics Edition](#) (7/11/19)

[How Kids Learn to Read: Primer Edition](#) (10/12/19)

[Leveled Reading Groups Don't Work. Why Aren't We Talking About It?](#) (11/2/19)

[The Three-Question Literacy Health Check](#) (2/14/20)

[Faith Borkowsky](#) (Author of [Failing Students or Failing Schools?](#))

[Taken for a Ride with Balanced Literacy](#) (4/10/18)

[Rebranding Balanced Literacy](#) (5/8/19)

[Reading Recovery Hops On](#) (11/8/18)

[Intervention: Which Programs are Effective?](#) (5/15/17)



Debbie Hepplewhite

Debbie Hepplewhite's program, *Phonics International*, has received acclaim around the world and is used in more than 50 countries. She is a founding member of the [International Foundation for Effective Reading Instruction](#) (IFERI) **Free!** Teach Your Child to Read '[Alphabetic Code and Phonics Skills](#)'.

Steven P. Dykstra

Scroll down [IFERI page](#) to "A Criticism of the Reading Recovery i3 Study" by Steven P. Dykstra
More: [Steven Dykstra: In Defense of Facts: A Reply to 57 Reading Voices re: Dyslexia](#) (June 2019)

International Dyslexia Association

IDA wrote [The Knowledge and Practice Standards for Teachers of Reading](#) which outline what a teacher of reading should know and be able to do to teach reading well. (updated 4/3/2018)

International Literacy Association

[Meeting the Challenges of Early Literacy Phonics Instruction](#) (July 2019)

Influential Reading Group Makes It Clear: Students Need Systematic, Explicit Phonics

"Phonics instruction is a topic that 'really needed our voice,' said Marcie Post, the executive director of the ILA, noting the growing interest in the subject from educators and the public alike. [The brief represents the association's official position on the issue, said Post....](#)" (7/18/19).

For Parents

[Our Dyslexic Children](#) – A film about a group of parents who took on the system, and won. (5/21/20)

[THE ABCS OF TEACHING READING AT HOME](#) Right to Read Project (4/7/2020)

"Outstanding guide for parents (and teachers)" – Jan Hasbrouck

[Supporting Your Child's Reading at Home](#) from the Institute of Education Sciences (4/30/20)

Free! Teach Your Child to Read '[Alphabetic Code and Phonics Skills](#)'. Debbie Hepplewhite (4/15/20)

[Dear Parents: Welcome to the Confusing World of Reading Instruction](#) Pamela Snow (8/3/19)

[Decoding Dyslexia of California Resource List for Parents During COVID-19](#) (April 2020)

[Read Alouds](#): A list of free, copyright-free read alouds, some by celebrities - Wakelet (4/10/20)

All stories are free to stream on your desktop, laptop, phone or tablet

[Early Identification and Implications for Pediatric Practice](#) (9/19/19) "... this evidence points to dyslexia as a disability that can be flagged by a pediatrician prior to school entry."

[Ask an Expert: Why is early intervention so important for kids with dyslexia?](#)

NCIL expert, Jack Fletcher Ph.D., Professor of Psychology at the Univ. of Houston, answers this question.

[Why do some children learn to read without explicit teaching?](#) By Buckingham & Castles (6/19)

[PaTTAN \(Pennsylvania Training and Technical Assistance Network\)](#)

Many thanks Wendy Farone: [The Cherry Tree](#)

[The Kastner Collection: The Complete Collection of Resources Aligned to the Science of Reading](#)

[What happened when schools used science to revamp how reading taught](#) -Seattle Times

"In 2014, Bentworth was one of 8 districts selected for the reading pilot. Macik announced the win on the loudspeaker; she could hear teachers cheering.... At these and other Pennsylvania districts, educators emphasize that teachers aren't at fault. 'They're not being taught the science' says Kastner."

[The PA Dyslexia Screening and Early Literacy Intervention Pilot Program](#)

[For Teachers, Administrators, School Boards, and Universities](#)

[Institute of Education Sciences \(IES\): New Year's Update from the Director of IES](#) (M. Schneider)

"We are often asked 'What keeps you up at night?' Here's my answer: the abysmal record we as a nation have regarding reading. This was evident in the recent [NAEP](#) and [PISA](#) results. ... we haven't made enough progress using known science, including rigorous brain science, in teaching and improving reading.... This to me is among the greatest challenge we face – if after so much time and so much money and so many RCTs and so much rigorous research, **why is it that Johnny still can't read?**" (1/8/20)

[The 7 Deadly Errors of Teaching Reading](#) (5/10/20) There's a wrong way to teach reading and, unfortunately, it's also the most popular way. So, if you've ever committed these teaching errors, don't worry, you're not alone. I've been there, too. Instead of feeling denial, guilt, or anger...I encourage you to simply learn more and do better.

[The Kids We Lose](#) is a PBS documentary featuring children who are diagnosed or show signs of dyslexia (and other LDs or developmental disabilities) and are misunderstood...and often mistreated by the schools they attend. As noted in the film, this experience increases the school to prison pipeline for our most vulnerable children. (3/29/19) Check out 16 minute [Hope & Solutions](#) video (Scroll down).

[It's time to stop debating how to teach kids to read and follow the evidence](#) (4/26/20)

[Teachers in These States Have to Pass a Rigorous Test on Science of Reading](#) (Education Week, 3/3/20)

[How Do Kids Learn to Read? What the Science Says](#) by Sarah Schwartz & Sarah Sparks (10/2/19)

[Welcome to Reading 101! | Reading Rockets](#) "A Guide to Teaching Reading & Writing": service of WETA/Reading Rockets in collaboration with [Center for Effective Reading Instruction](#) & [The International Dyslexia Assn.](#) See: [Becoming a Certified Literacy Teacher.](#)"

[AIM Institute for Learning & Research](#) The AIM Pathways interactive digital teacher training platform "... AIM Pathways has received accreditation from the International Dyslexia Assn."

[Here's Why Schools Should Use Structured Literacy](#) by Louise Spear-Swerling, PhD (June 2019)

[We have a National Reading Crisis – Education Week](#) - By Myracle, Kingsley, & McClellan (3/7/19)

[Ending the Reading Wars: Reading Acquisition From Novice to Expert](#) (6/11/18) Castles, Rastle, Nation,

[What Research Tells Us About Reading Instruction](#) Rebecca Treiman (2018)

[The Foundational Importance of Phonemic Awareness](#) by Tiffany K Peltier

[Is Phonics Boring? These Teachers Say It Doesn't Have to Be](#) Sarah Sparks (12/4/19)

[Learning to read & explicit teaching](#) – Buckingham & Castles (5/6/19) “...an extensive research has demonstrated...children benefit from systematic teaching the connections between letters & sounds...”

[From Training to Transformation](#) 90% of teachers report that participation in professional development is ineffective. Teachers require an average of 20 practices to master a new instructional skill. (2020)

[MOVING THE NEEDLE ON LITERACY](#) National Association of State Boards of Education (NASBE, 2019)

[Some Common Dyslexia & Reading Impairment Myths](#) - Nadine Gaab, Ph.D. (2019)

Early Reading Assessments: “Table created by the research teams at the Gaab lab... and the Gabrieli lab at MIT. List of all available [#screeners](#) for [#dyslexia](#) & early [#literacy](#) in 1 document, [available here](#).”

[Expanding the important national conversation about reading](#) (11/8/2018), Susan Pimentel, “When it comes to... improving reading outcomes..., we can't share this information broadly enough.”

[It's Not Just Teachers Who Need a Lesson in the Science of Reading](#) (12.16.19)

Why aren't administrators required to know more about reading development?

[Dyslexia Dilemma: A History of Ignorance, Complacency & Resistance in Colleges of Education](#) (2016)

[Blazing the Trail to Reading Excellence: Mississippi and Arkansas](#)

[There is a Right Way to Teach Reading, and Mississippi Knows It](#) by Emily Hanford, *New York Times* (12/5/19) “Thank God for Mississippi.” “That's a phrase people would use when national education rankings came out because no matter how poorly your state performed, you could be sure things were worse in Mississippi. Not anymore.... Mississippi made more progress than any other state.”

And Arkansas! [Embracing the Science of Reading in Arkansas](#) (10/10/19)

[College of Education Prepares Arkansas Teachers in the Science of Reading](#) (Video) (4/20/19)

“Dee Dee Cain and Kristi Starks have spent much of their careers teaching Arkansas children to read, but just a few years ago, they found out about the science of reading and why...” (April 30, 2019)

*“Do the best you can until you know better.
Then when you know better, do better.” (Maya Angelou)*



Matilda by Roald Dahl

“Somewhere inside all of us is the power to change the world”

Compiled by: Pamela Cook, M.Ed.

[PA Dyslexia Screening & Early Literacy Intervention Pilot Program Advisory Committee](#)

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