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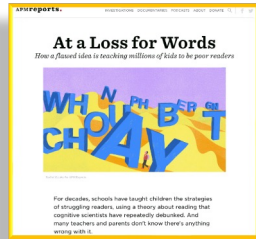
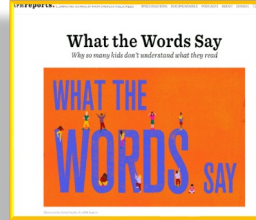


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What's the Buzz?



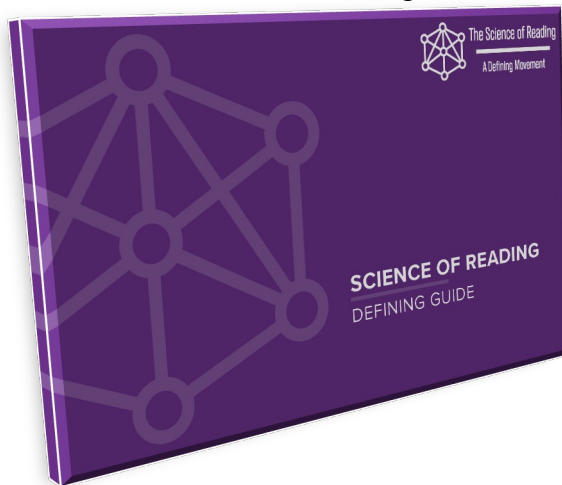
Emily Hanford
APM Reports



<https://podcasts.apple.com/us/podcast/sold-a-story/id1649580473>

3

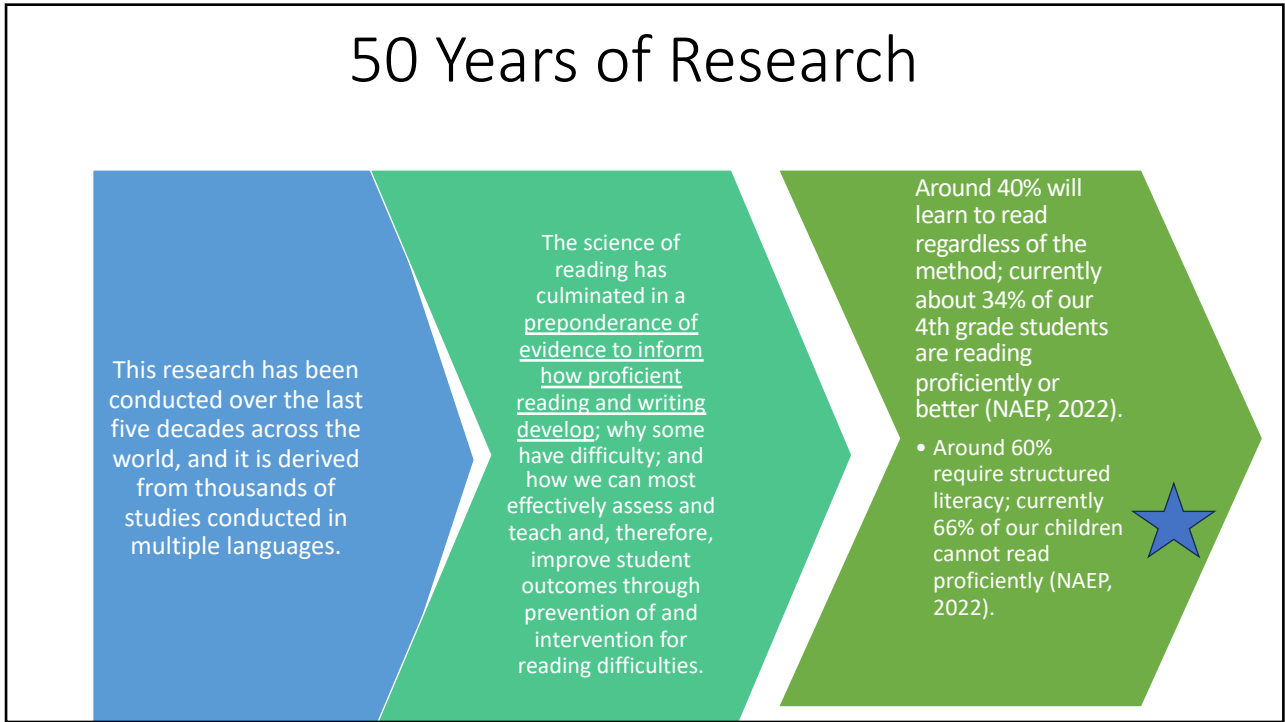
The science of reading is a vast, interdisciplinary body of *scientifically-based research* about reading and issues related to reading and writing.



<https://www.thereadingleague.org/what-is-the-science-of-reading/defining-guide-ebook/>

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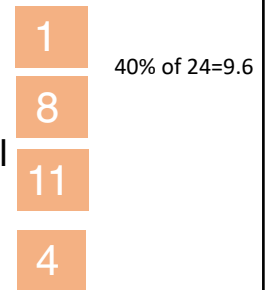
50 Years of Research



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About How Many Children in a Class of 24 will:

- learn to read in a seemingly effortless way?
- learn to read relatively easily with broad instruction?
- require code-based, explicit, systematic and sequential instruction (structured literacy)?
- require structured literacy and additional time and instruction?



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Different Ways to Learn?

- “It is simply not true that there are hundreds of ways to learn to read...when it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence.”
 - Dehaene, 2009, p. 218

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The Reading Science and Necessary Elements to Become a Reader

- Phonology
- Orthography

Phonological Processing

Phoneme - Grapheme Association

Orthographic Processing

Visual Word Form Area (Letter box)
This is critical for automaticity!

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The Reading Brain | How We Learn to Read

- <https://youtu.be/A2HHrKpjIYM?si=oBKcmwU-eO31CtGF>

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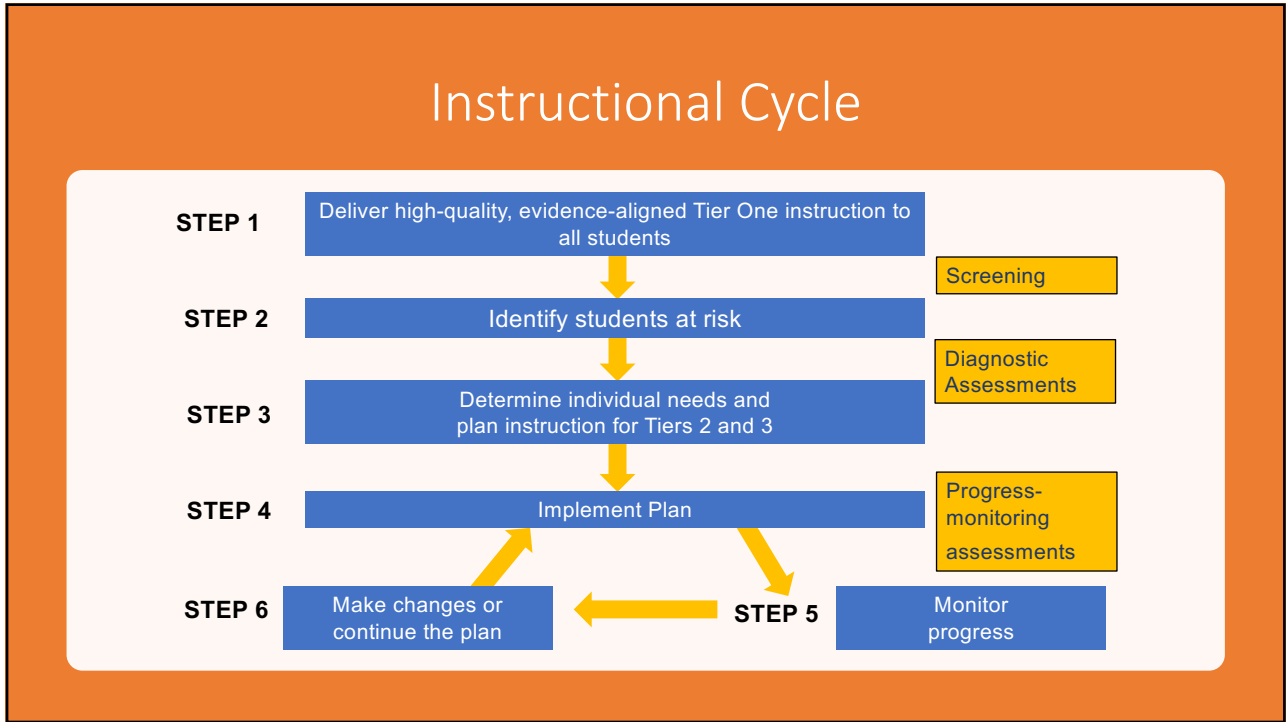
Evidence-Aligned Instruction

<p>1 Explicit, systematic instruction "I do, We do, You do"</p>	<div style="background-color: #f1c40f; padding: 20px; border: 1px solid black;"> <h3 style="margin: 0;">Science of Reading</h3> </div>	<p>4 Active engagement, with application of skills in reading and writing</p>
<p>2 Cumulative review for consolidation of learning</p>		<p>5 Data-driven</p>
<p>3 Sequential instruction from less complex to more complex concepts and skills</p>		<p>6 Coherence and alignment across an ecosystem of instruction</p>

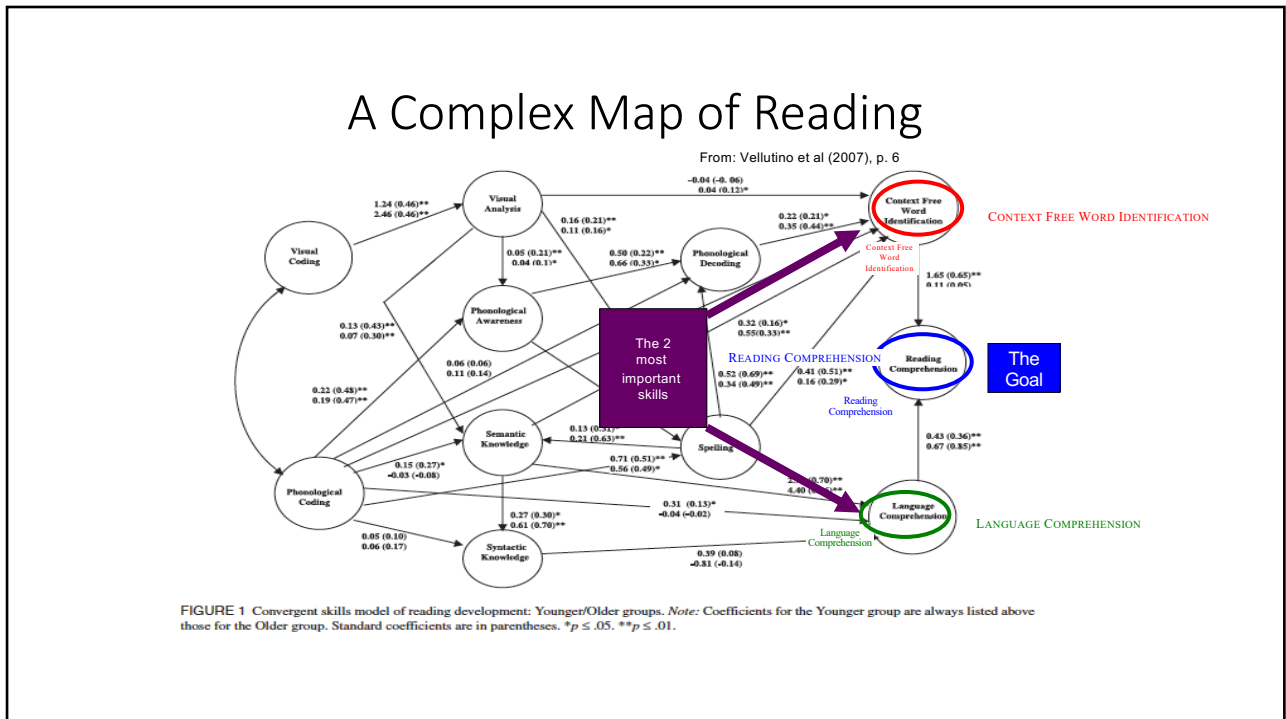


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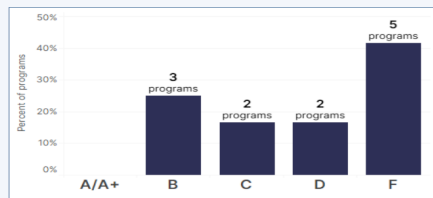
My Story

- Graduated from OSU in the early '80s
- Began teaching 6th grade in Guthrie
 - Students could not read, several could not name all 26 letters
- Sought out a program to learn how to teach students to read
 - Two years of in-depth study, practice teaching, getting feedback from a mentor
- Worked in a school to teach dyslexic children in small groups
- Became a National LETRS trainer (LETRS-Language Essentials for Teacher of Reading and Spelling)
- Traveled to 43 states working with State Departments, LEAs, and thousands of teachers
- Trained the REAC3H Coaches of Oklahoma in 2014-2015

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Teacher Prep Review

In Oklahoma, none of the 12 programs evaluated earn an A for preparation in reading, meaning no programs adequately teach all five components of reading and provide little or no instruction on content contrary to research-based practices.



Oklahoma ranks below the national average for the average number of components of reading its programs adequately address. In Oklahoma:

- Programs are most likely to cover **vocabulary** and least likely to cover **phonemic awareness**.
- **None of 12 programs provide at least one practice opportunity** in each of these components.
- There are five programs in Oklahoma that teach **multiple** techniques or approaches contrary to research-based practices, which can inhibit the reading progress of many students.
- Seven programs devote some instructional time to supporting **Struggling readers**.
- Eight programs devote some instructional time to supporting **English language learners**.

https://www.nctq.org/dmsView/Oklahoma_Profile_-_TeacherPrepReviewReading

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Program grades in Oklahoma

School	Program Level	Grade	Adequate coverage of core components: Graded (Up to 12 points per component; 8 points for adequate coverage; 4 or more contrary practices results in letter grade deduction)						Support for a range of learners: Ungraded (Up to 8 points per group)		
			Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Count of Contrary Practices (out of 9)	Struggling readers	ELLs	Speakers of language varieties
Cameron University	UG	B	Yes (8.29 pts)	Yes (10 pts)	No (7.25 pts)	Yes (10 pts)	Yes (9 pts)	0	2 pts	6 pts	0 pts
East Central University	UG	F	No (2 pts)	No (2 pts)	No (3 pts)	No (5 pts)	No (5 pts)	0	2 pts	0 pts	0 pts
Langston University	UG	B	No (4.61 pts)	Yes (9 pts)	Yes (8 pts)	Yes (8 pts)	Yes (8 pts)	3	4 pts	4 pts	0 pts
Northwestern Oklahoma State University	UG	C	Yes (9.39 pts)	Yes (11.72 pts)	No (6.56 pts)	No (7.88 pts)	Yes (8 pts)	2	4.88 pts	4.63 pts	0 pts
Oklahoma Panhandle State University	UG	F	No (6 pts)	No (6 pts)	No (6 pts)	No (6 pts)	No (6 pts)	0	2 pts	3 pts	2 pts
Oklahoma State University	UG	D	No (6.36 pts)	No (7.42 pts)	Yes (8.25 pts)	Yes (9 pts)	No (6.75 pts)	2	6 pts	4 pts	0 pts

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Teacher Prep Review: Strengthening Elementary Reading Instruction

School	Program Level	Grade	Adequate coverage of core components: Graded (Up to 12 points per component; 8 points for adequate coverage; 4 or more contrary practices results in letter grade deduction)						Support for a range of learners: Ungraded (Up to 8 points per group)		
			Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Count of Contrary Practices (out of 9)	Struggling readers	ELLs	Speakers of language varieties
Oklahoma State University	G	F	No (5.25 pts)	No (7 pts)	No (7.31 pts)	Yes (8.63 pts)	No (7.25 pts)	1	4 pts	3.5 pts	0 pts
Southeastern Oklahoma State University	UG	C	No (5.57 pts)	Yes (8.63 pts)	Yes (8.5 pts)	Yes (10.63 pts)	Yes (10.7 pts)	6	5.5 pts	6 pts	0 pts
Southwestern Oklahoma State University	UG	D	No (6.85 pts)	No (7.72 pts)	Yes (8.63 pts)	No (6.88 pts)	Yes (8.42 pts)	2	8 pts	8 pts	0 pts
University of Central Oklahoma	UG	F	No (3 pts)	No (3 pts)	No (3 pts)	No (3 pts)	No (3.5 pts)	0	0 pts	2 pts	0 pts
University of Oklahoma	UG	B	No (6.64 pts)	Yes (8.81 pts)	Yes (8.25 pts)	Yes (9 pts)	Yes (9 pts)	0	5.5 pts	3.5 pts	0 pts

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Oklahoma ranks below the national average for the average number of components of reading its programs adequately address. In Oklahoma:

- Programs are most likely to cover vocabulary and least likely to cover phonemic awareness.
- None of 12 programs provide at least one practice opportunity in each of these components.
- There are five programs in Oklahoma that teach multiple techniques or approaches contrary to research-based practices, which can inhibit the reading progress of many students.
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Under Prepared?

- Unfortunately, too many teachers are not trained in scientifically based reading instruction during their teacher preparation programs, so they unknowingly enter the classroom well intentioned but inadequately prepared to teach kids to read. In fact, a recent survey conducted by Education Week found **most elementary special education and K-2 teachers (72%) say they use literacy instructional methods that incorporate practices debunked by cognitive scientists decades ago.** Researchers have discovered that these strategies that are contrary to research-based practices—like teaching kids to look at the picture to help guess a word, or skipping words they do not know—are not only unhelpful, but also take up valuable instructional time that should be dedicated to scientifically based reading instruction.

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Problem:

All children deserve to learn to read, and all teachers deserve the preparation and support that will allow them to help their students achieve this goal. Yet more than one-third of fourth graders—1.3 million children in the U.S.—cannot read at a basic level.

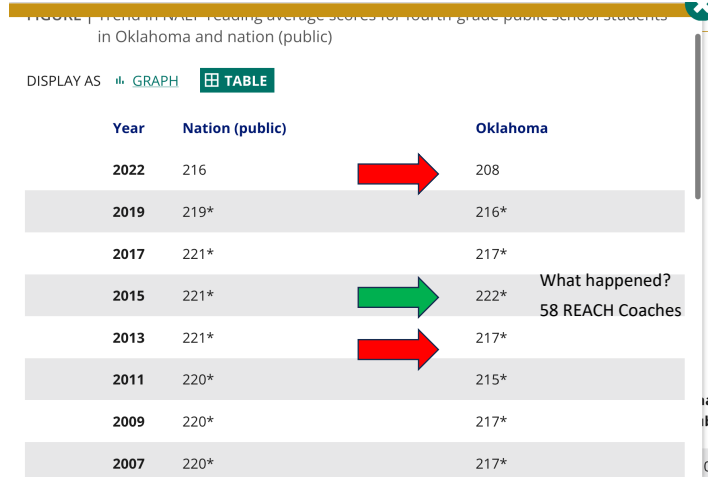
Table 14. Prevalence of commonly taught content contrary to research based practices.

	# of programs	% of programs
Three-cueing	66	9.5%
Running records	253	36.5%
Miscue analysis	98	14.1%
Balanced literacy models	108	15.6%
Guided reading	231	33.3%
Reader's workshop	96	13.9%
Leveled texts	68	9.8%
Embedded/implicit phonics	3	0.4%
Developmental Reading Assessment (DRA), Informal Reading Inventory (IRI), or Qualitative Reading Inventory (QRI)	159	22.9%

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Figure: Trend in NAEP reading average scores for fourth-grade public school students in Oklahoma and nation (public)

HEROES – 15 coaches



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We know the solution to this reading crisis, but we are not using the solution at scale

- The status quo is far from inevitable. In fact, **we know the solution to this reading crisis, but we are not using the solution at scale.** More than 50 years of research provides a clear picture of effective literacy instruction. These strategies and methods—collectively called scientifically based reading instruction, which is grounded in the science of reading—could dramatically reduce the rate of reading failure. Past estimates have found that while three in 10 children struggle to read (and that rate has grown higher since the pandemic), research indicates that more than 90% of all students could learn to read if they had access to teachers who employed scientifically based reading instruction.

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Inability to Read and Lifelong Consequences

- **Students who are not reading at grade level by the time they reach fourth grade are four times more likely to drop out of high school**, which in turn leads to additional challenges for them as adults: lower lifetime earnings, higher rates of unemployment, and a higher likelihood of entering the criminal justice system. Even more alarming, the rate of students who cannot read proficiently by fourth grade climbs even higher for students of color, those with learning differences, and those who grow up in low-income households, perpetuating disparate life outcomes. This dismal data has nothing to do with the students and everything to do with inequities in access to effective literacy instruction.



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Important Considerations for Implementing Science of Reading

- Leadership - plan and execute structured literacy across the teams which takes 3 – 5 years to get to the point of sustainability
- Teacher Prep – what are the Science of Reading requirements for professors teaching the classes and requirements for graduates?
- Cognitive science is not easily accessed or connected in classroom so we must develop an awareness of best practices
- Myths and misinformation, including the ease of continuing old practices are often the default
- Knowledge and skill to untangle the complexities of reading
- Instructional materials are critical for successful implementation. Do the materials in your building align with the science of reading?

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Thank You
for Your
Time

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