

The Science of Reading: Why Now?

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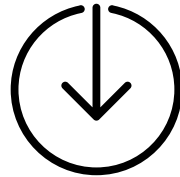
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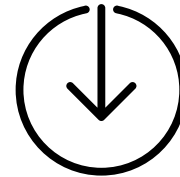
Non-proficient reading in 3rd grade means:

**Early
reading
dictates
life
success**

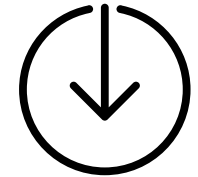


4X
Less
likely

To graduate high school.



60%
decrease
In employment rate.



34%
decrease
In lifetime earnings.

Source: Annie E. Casey Foundation,
2010

**In recognition of the
importance of early literacy,
Policy-makers across America
are introducing a 3rd Grade
Reading Gate and Dyslexia
Screening.**

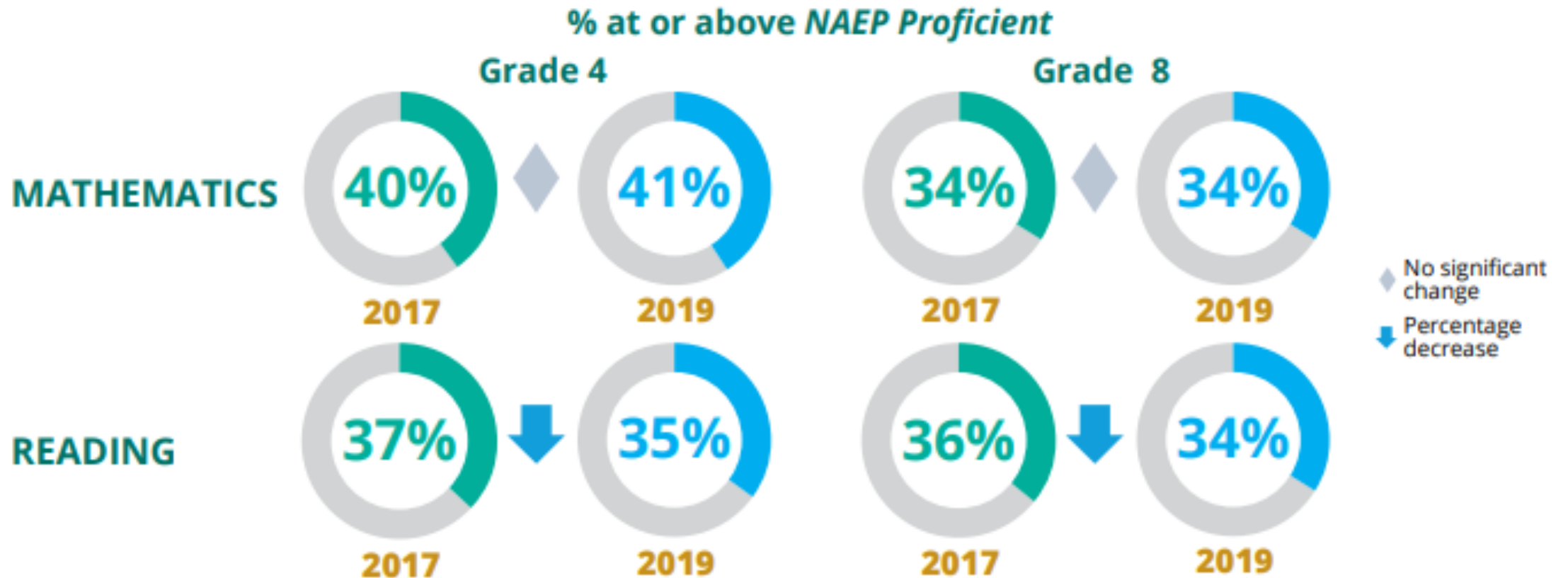


Media Coverage



Teachers Pay Teachers

NAEP Reading Scores are Falling



Struggles with early word reading skills lead to:

- a fixed mindset towards reading
- less time spent reading
- slower vocabulary growth
- reduced opportunities to practice/apply comprehension strategies



The Reading Crisis is a Systemic Problem

Instructional Materials

That don't rely on evidence-based approaches or include non-evidence based approaches

Teacher Education Programs

That don't teach evidence-based practices to new teachers

School & District Leadership

That doesn't understand SoR research or purchase aligned programs

Assessment Materials

That don't provide relevant, timely, and interpretable information to teachers (or aren't available at all)

Professional Development

That doesn't help current teacher workforce catch up on SoR-based approaches

Inequitable Access to Learning

That puts some students at a disadvantage for developing or maintaining skills

“The body of work referred to as the “science of reading” is not an ideology, a philosophy, a political agenda, a one-size-fits-all approach, a program of instruction, nor a specific component of instruction. It is the emerging consensus from many related disciplines, based on literally thousands of studies, supported by hundreds of millions of research dollars, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students don’t learn, and what kind of instruction is most likely to work the best for the most students.”

-Dr. Louisa Moats



What does the Science of Reading tell us about reading?



Spoken language develops naturally, reading does not

Oral Language	Reading and Writing
Innate, brain evolved for it	Learned, only 5000 years old
Just need lots of input and informal practice	Need to crack the alphabetic code and learn written language
Conversation allows for clarification	Writer's message only goes one way
Voice and gesture provides additional info	Readers have to infer what's not stated
Informal grammar and common vocabulary	Formal grammar and specialized vocabulary
Redundant	Concise

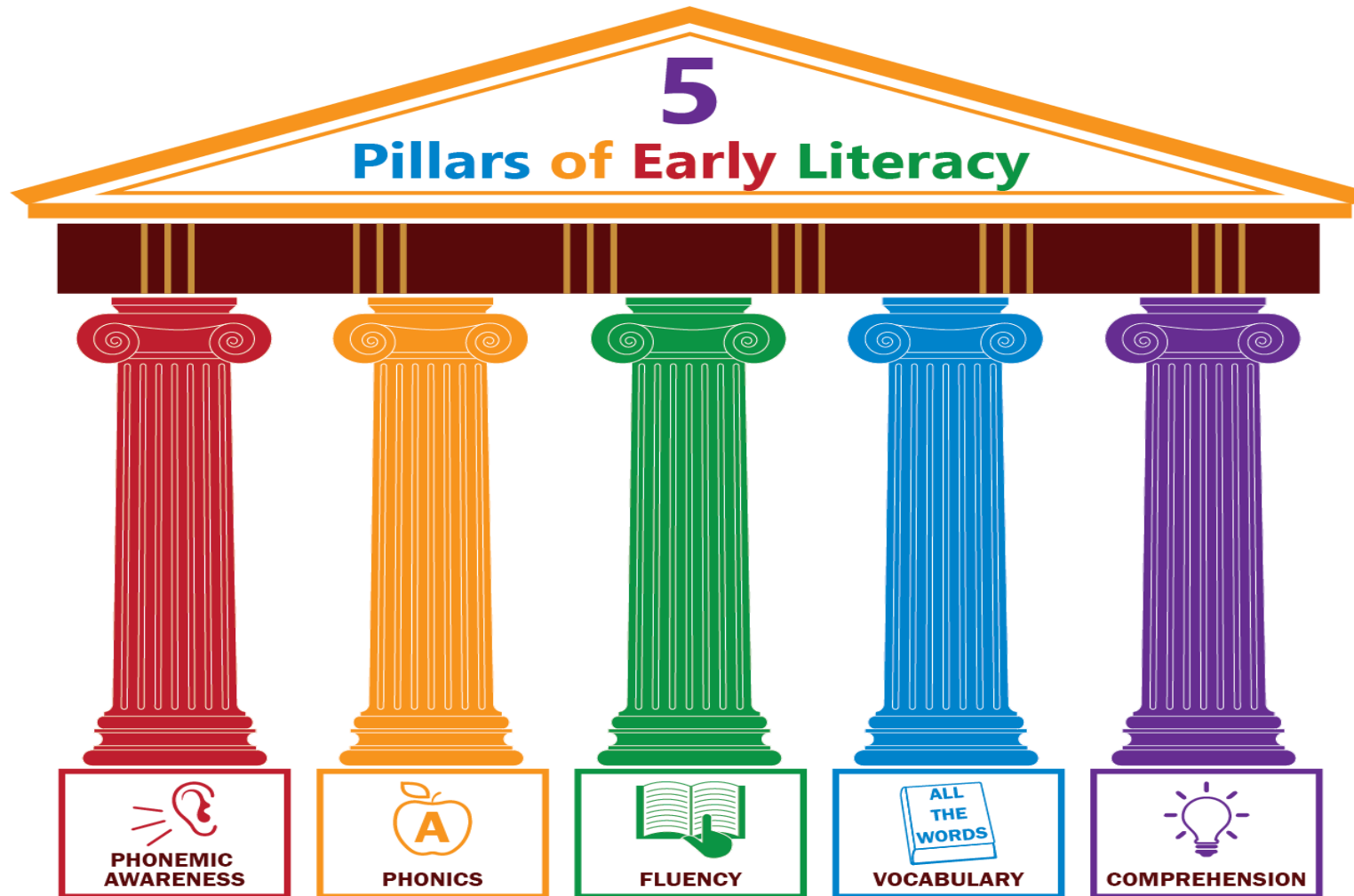
The Simple View of Reading

Reading = Decoding x Language Comprehension

Gough & Tunmer, 1986

" A child cannot understand what he cannot decode, but what he decodes is meaningless unless he can understand it."

– Dr. Louisa Moats



The National Reading Panel identified five key concepts at the core of every effective reading instruction program: **Phonemic Awareness**, **Phonics**, **Fluency**, **Vocabulary**, and **Comprehension**. Since the panel's report was released in 2000, these concepts have become known as the "five pillars" of early literacy and reading instruction.

Scarborough's Reading Rope

Language Comprehension

Background Knowledge
Vocabulary
Language Structures
Verbal Reasoning
Literacy Knowledge

Increasingly strategic

Word Recognition

Phonological Awareness
Decoding
Sight Words

Increasingly automatic

Skilled Reading

Adapted from Scarborough, 2001



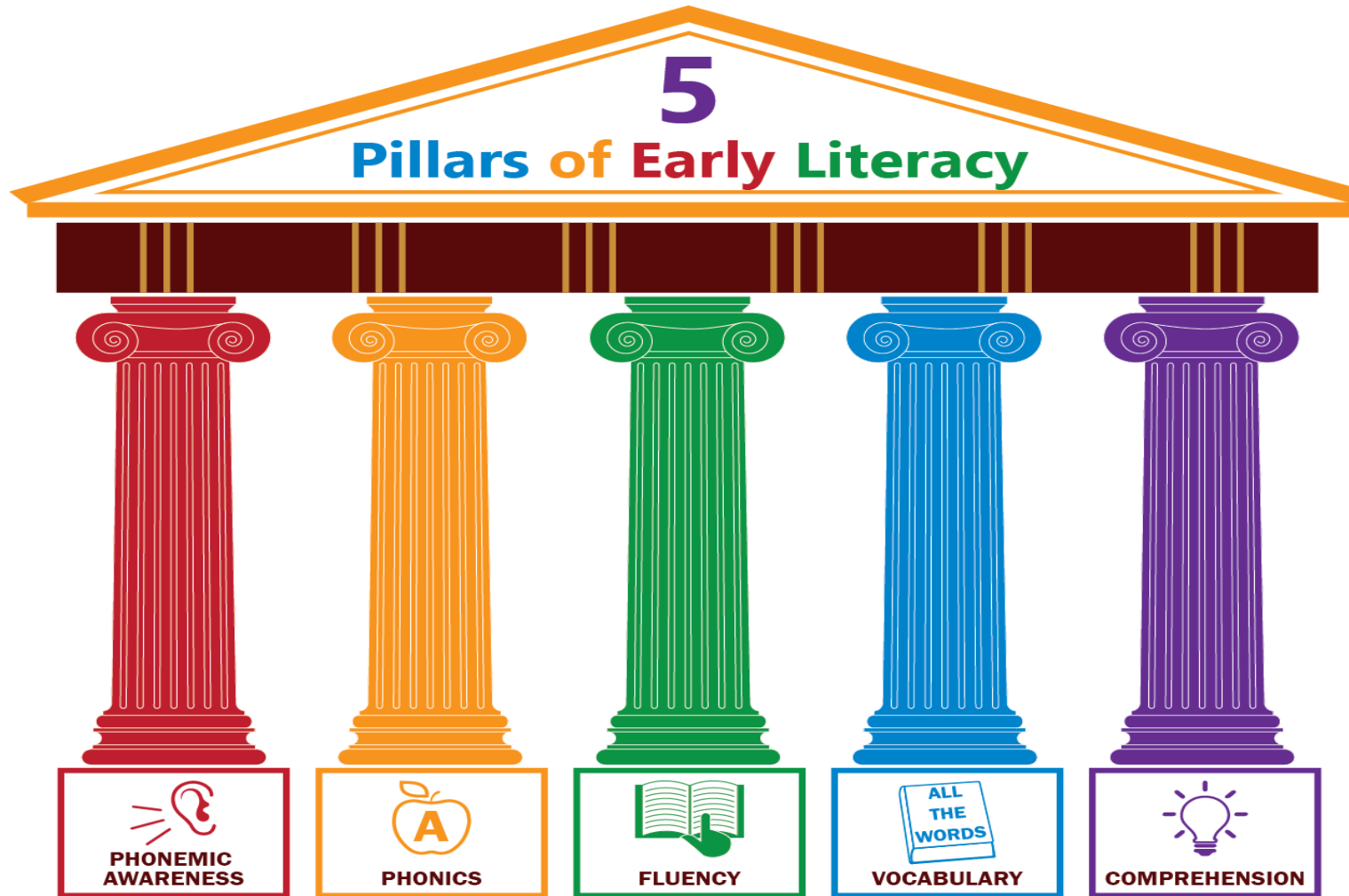
The best solution to the problem of reading failure is to allocate resources for early identification and prevention.

-Torgesen 1998



What to Teach

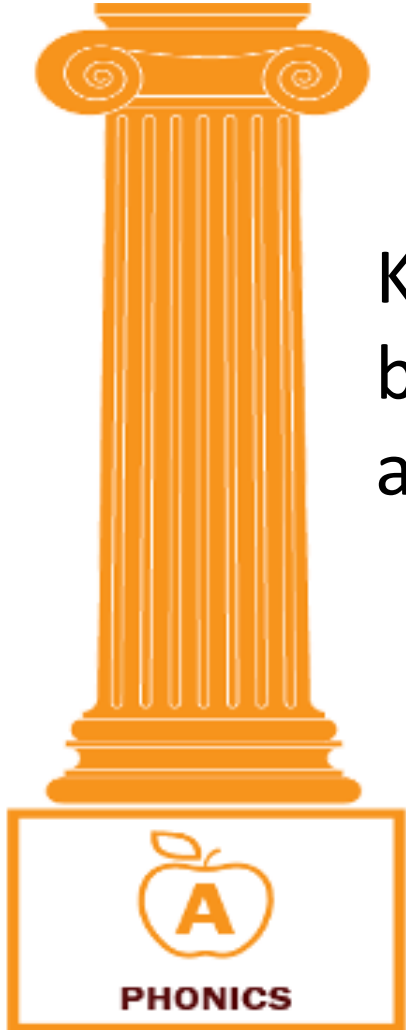




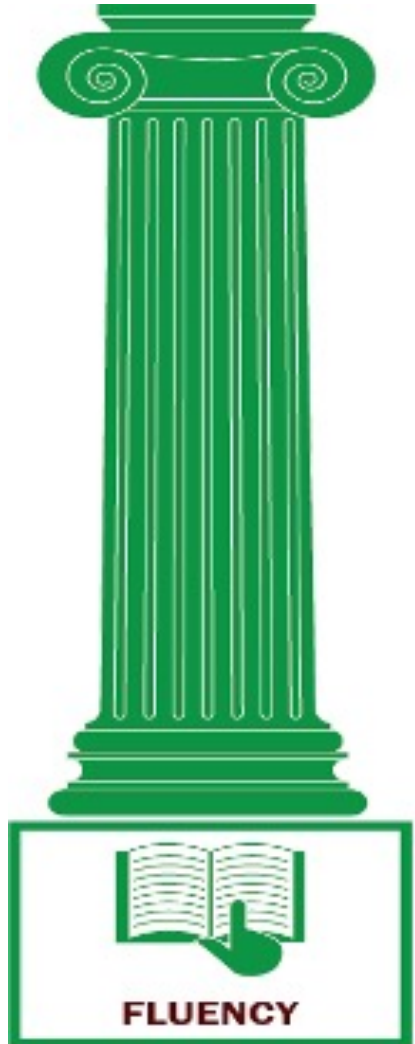
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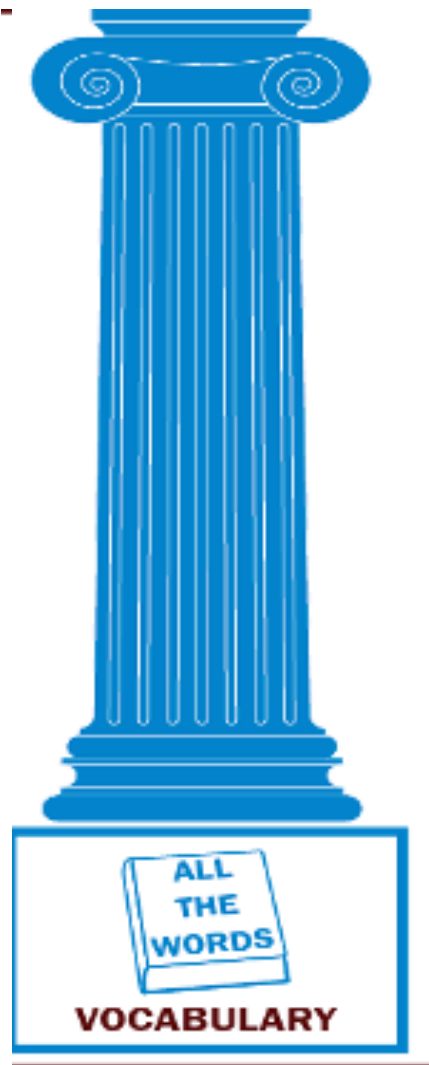
Noticing, thinking about and
working with phonemes
(the smallest unit of spoken
language)



Knowing relationships
between sounds (phonemes)
and letters (graphemes)



Oral reading fluency is the ability of reading connected text accurately, fluently, and for meaning.



Understanding the
meaning of words we
speak, hear, read, and
write.



Gaining meaning from text

How to Teach



Instruction should be:

- Explicit
- Systematic
- Sequential



Types of Assessments

Screening

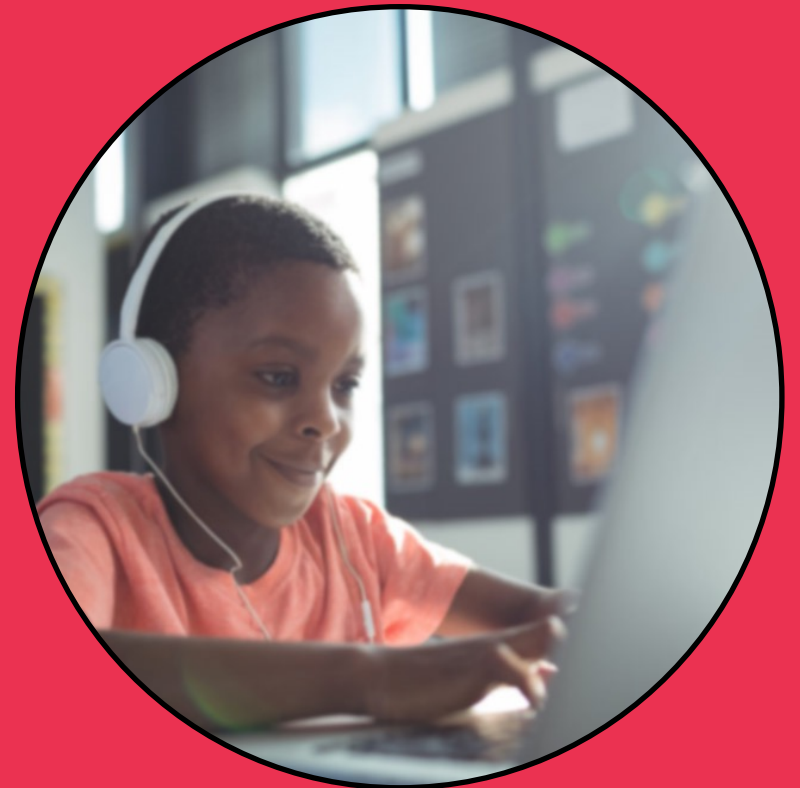
Which students are at risk?

Diagnostic

What should we teach next?

Progress Monitoring

How are our students doing?
Is it working?



Types of Assessments

Growth Measurements

Have students demonstrated growth?

Summative/Outcome Evaluation

Have students achieved?



Final Thoughts

- All children deserve to learn
- Research should inform our work
- What and how we teach matters
- Assessment is essential to inform instruction
- Professional Development helps us all grow



Next Steps

- Continue growing in our understanding of the SOR
- Consider what we teach and how
- Contemplate our systems of supporting students
- Create a shift if necessary
- Celebrate learning



Thank you!

