

An Introduction to the Science of Reading

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What word(s) come to mind when you hear "Science of Reading"?

Respond at PollEv.com/melissaahlgr843

Text MELISSAAHLGR843 to 22333 once to join, then text your message









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#ELAOK / #ELAOK Elementary / #OKEarlyEd / #OKSpEd / Decoding Dyslexia OK

Session Goals

- Examine myths around learning to read
- Describe the reading brain
- Identify essential theoretical frameworks
- Define the science of reading
- Explore resources for deeper learning



Do You Know?

- When did American society begin to expect that everyone should be able to read?
 - In the 1920s, with the passage of compulsory public education laws.
- What percentage of adults in the U.S. is functionally illiterate?
 - 22%-25%
- What percentage of children referred to special education has learning disabilities involving reading and/or language?
 - Approximately 80%-85%



Reading Myths 1 & 2

We used to do a better job of teaching children to read.

Learning to read is a natural process.



Reading is Not Natural



Children of the Code

https://www.youtube.com/watch?time_continue=79&v=IAQ5oT5HIhc

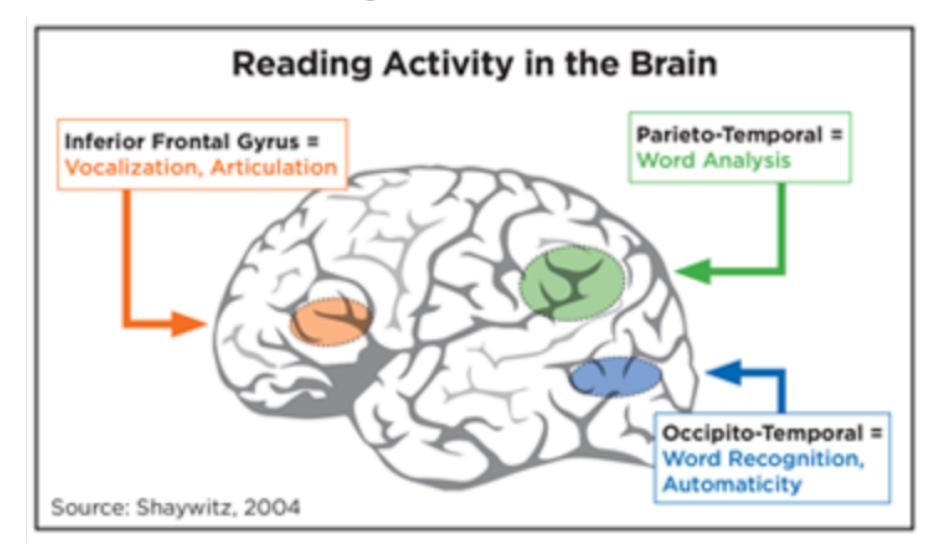


Reading Myth 3

Children will eventually learn to read if given enough time.



The Reading Brain





Simple View of Reading

Gough & Tunmer, 1986; Hoover & Gough, 1990, Tunmer & Hoover, 2019)

Word Recognition



Language Comprehension



Reading Comprehension

Recognizing words in text and sounding them out phonemically



The ability to understand language (oral or written)



The ability to read and obtain meaning from what was read



Simple View of Reading

Gough & Tunmer, 1986; Hoover & Gough, 1990, Tunmer & Hoover, 2019)

Word Recognition



Language Comprehension



Reading Comprehension

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X

.5

.25



Word Recognition

Phonological and phonemic awareness

- Phonics and spelling
- Sight words







Word Recognition Instruction

Systematic	Using consistent, step-by-step routines Focusing on procedure
Explicit	Defining and explaining objectives and concepts
Cumulative	Building on previous skills Logical sequence from one grade to the next

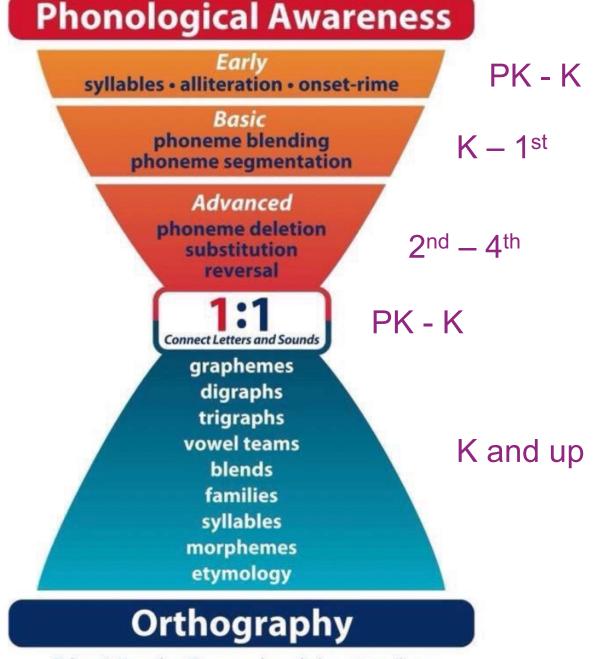


Reading Myth 6

Phoneme awareness is a consequence (not a cause) of reading acquisition.

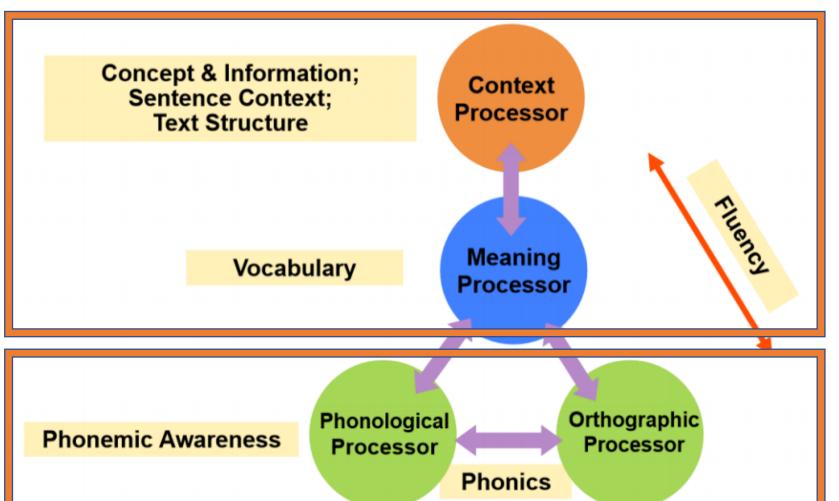


Dr. Carol Tolman's Hourglass





How the Brain Learns to Read



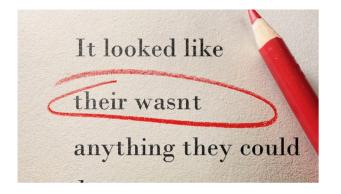
Language Comprehension

Word Recognition



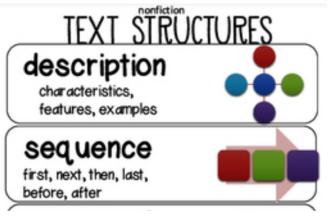
Language Comprehension

- Background Knowledge
- Vocabulary
- Inferring
- Figurative Language
- Text Structure
- Grammar





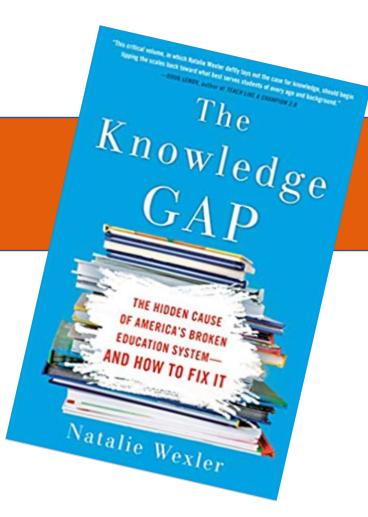






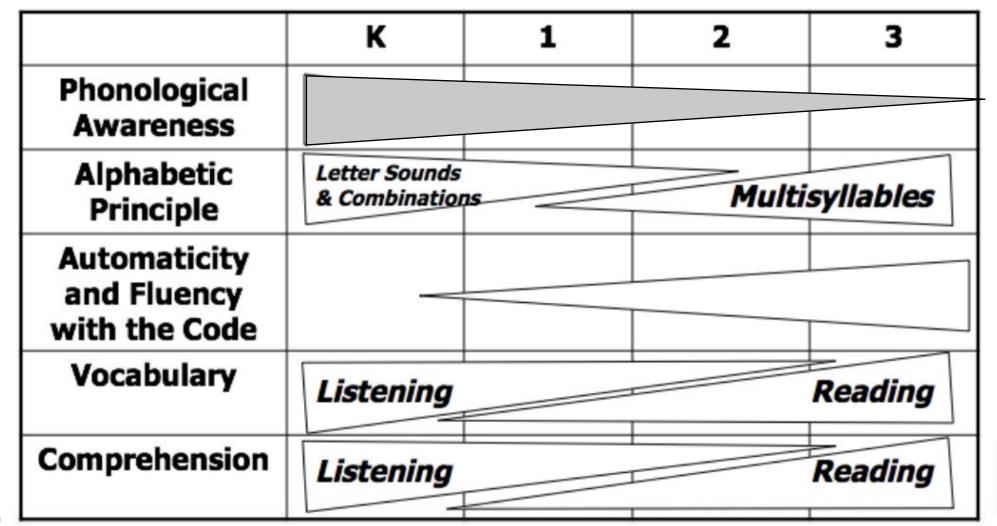
The Knowledge Gap

Natalie Wexler, 2019





Prioritizing Time





Reading Myth 4

Skilled reading involves using context cues to "guess" words, and good readers make many "mistakes" as they read authentic text.



Word Attack "Strategies"



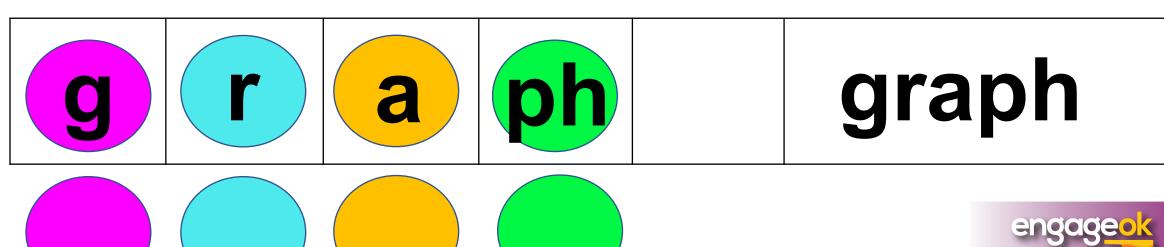
Memorizing Lists of Sight Words



Orthographic Mapping

The process readers use to store written words for **immediate**, effortless retrieval. It is the means by which readers turn unfamiliar written words into familiar, instantaneously accessible sight words.

David Kilpatrick, 2015





Reading Myth 5

Short-term tutoring for struggling readers can get them caught up with their peers, and the gains will be sustained.



The Science of Reading is NOT a "phonics patch"





The Science of Reading is NOT "just decoding"

Oral language

Vocabulary

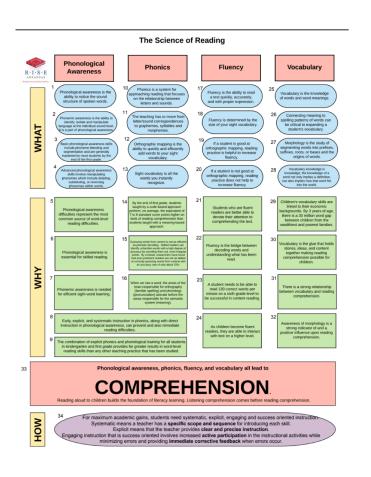


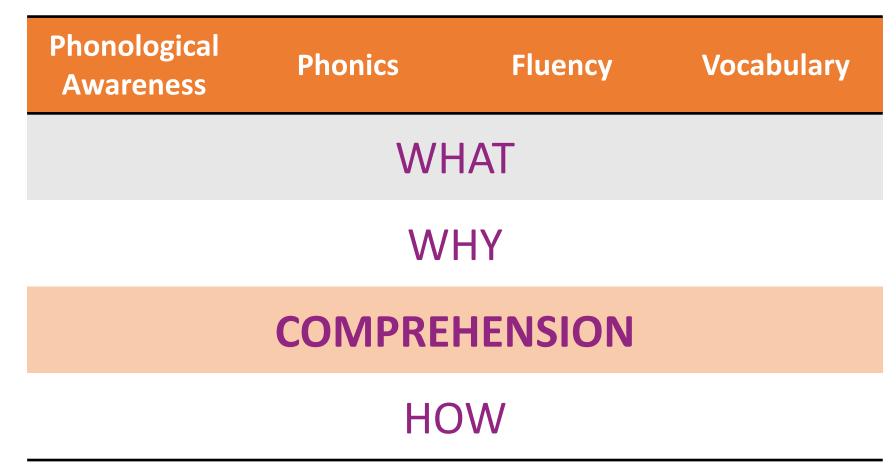


Background Knowledge



The Science of Reading







Reading Myths 7 & 8

Reading programs are "successful."

Research can be used to support whatever your beliefs are — lots of programs are "research based."



The Science of Reading: Evidence for a New Era of Reading Instruction

Laura Stewart – National Director for the Reading League



https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper TheScienceofReading.pdf



NAESP Webinar

Leading for Literacy: What Elementary School Administrators Need to Know

November 6, 2019 12:00 pm CDT



https://www.naesp.org/career/webinars



School Administrator, November 2019

Scaling Literacy Success Through Reading Science

Brian Kingsley, Superintendent for Charlotte-Mecklenburg Schools in North Carolina

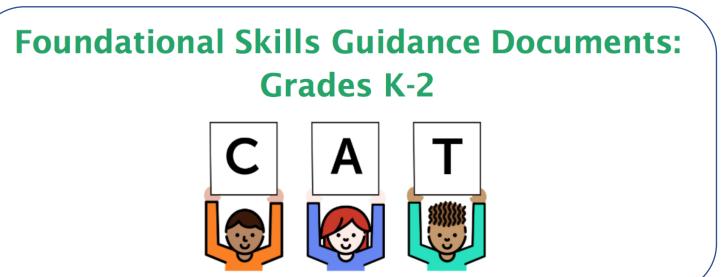


http://my.aasa.org/AASA/Resources/SAMag/2019/Nov19/Kingsley.aspx



Foundational Skills Guidance Documents: Grades K-2

Student Achievement Partners, in cooperation with the Council of Great City Schools



https://achievethecore.org/content/upload/Foundational%20Skills%20Guidance%20Document%20Dec.%202017.pdf

How Do Kids Learn to Read: What the Science Says

Sarah Schwartz and Sarah D. Sparks Education Week: November 4, 2019





https://www.edweek.org/ew/issues/how-do-kids-learn-to-read.html



Additional Resources

Shanahan on Literacy blog www.shanahanonliteracy.com



The Reading League www.thereadingleague.org



Reading Rockets
www.readingrockets.org



What every teacher should know

Reading 101: A Guide to Teaching Reading and Writing



Emily Hanford, 2017

Hard to Read

How American schools fail kids with dyslexia



https://www.apmreports.org/story/2017/09/11/hard-to-read



Emily Hanford, 2018

Hard Words

Why aren't kids being taught to read?

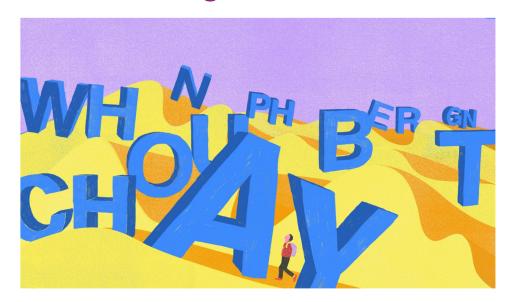


https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read

Emily Hanford, 2019

At a Loss for Words

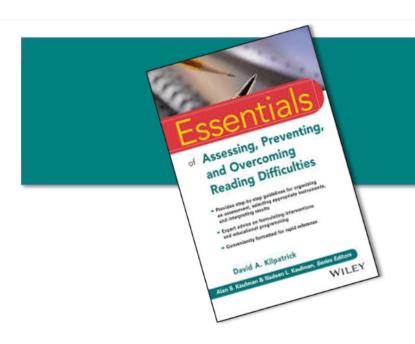
How a flawed idea is teaching millions of kids to be poor readers



https://www.apmreports.org/story/2019/08/22/whats-wrong-how-schools-teach-reading

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

David Kilpatrick, 2015



Assessing, Preventing, and Overcoming Reading Difficulties

Colorado SDE – Learning Modules

https://sitesed.cde.state.co.us/course/view.php?id=13 2&fbclid=lwAR2zTUnPUY0X0qYOIcHZ0UN6m7anX0 pi5wvZICA-L9ygd 0opgK-3GmXxA8







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