



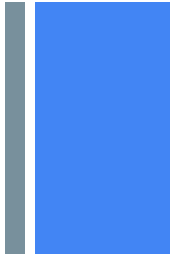
Helping Your Faculty Make the Shift to SOR: The Science of Reading

Dr. Kelly Raymond, Learning Specialist

Jane Verlin, Head of Lower School

Cynthia Hoemann, Reading Specialist





Dr. Kelly Raymond
Learning Specialist



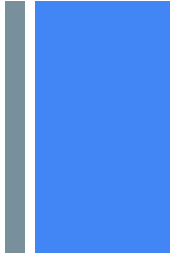
Jane Verlin
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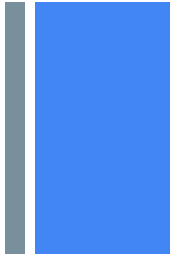
Cynthia Hoemann
Reading Specialist



+ Setting the Stage



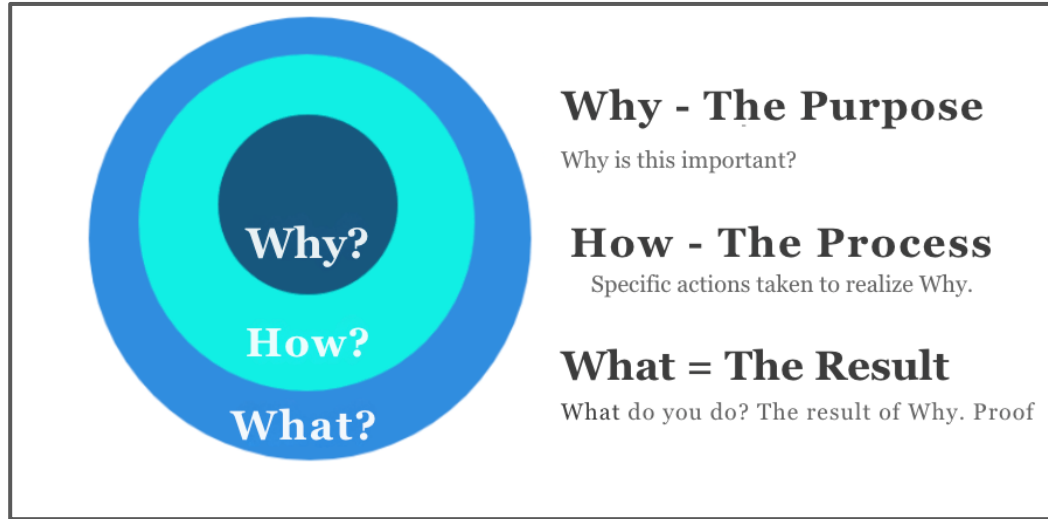
+ Our Story



Why we did it: Kelly

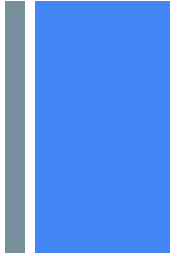
How we did it: Jane

What we did: Cynthia



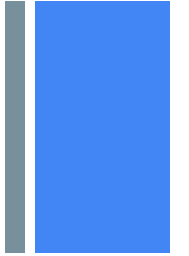


Science Of Reading



Learning to read is natural.







1. The Science of Reading
2. Brain Anatomy
3. Function of the Reading Brain
4. Structure of the English Language
5. The Developmental Stages of Reading





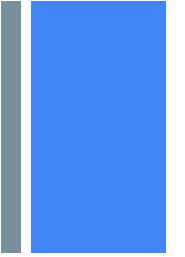
Do not read the next slide just count the words.





I told you not to read this!







The Reading Brain Sounds and Meaning

Frontal lobe

Parietal lobe

Access to Phonology (Pronunciation and Articulation)

Visual Word Form Area

Occipital lobe

Temporal lobe

Access to Meaning

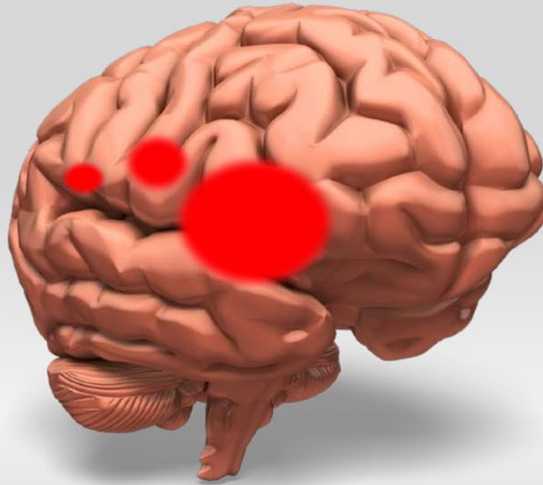
cerebellum

<https://www.youtube.com/watch?v=GzvMyzici6U>

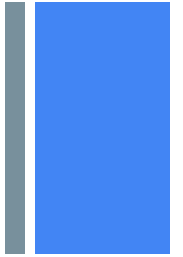
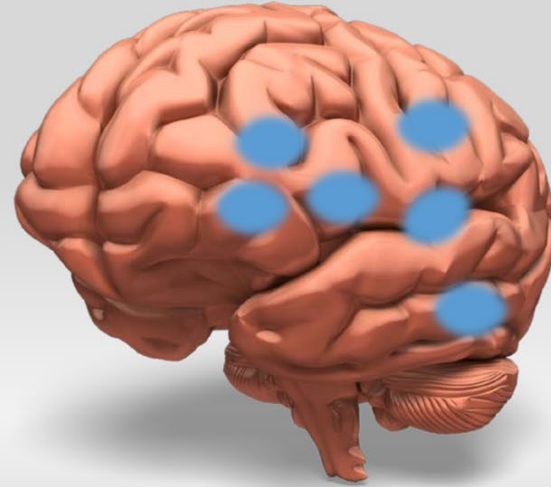




Struggling Reader



Strong Reader





Science of reading is a program or pedagogy.





What it IS

A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.



Teaching Based on the 5 Big Ideas

Phonemic Awareness - The ability to identify and play with individual sounds in spoken words.

Phonics- Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.

Vocabulary - Knowing what words mean and how to say and use them correctly.

Comprehension - The ability to understand what you are reading.

Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.





What it IS NOT

A program, an intervention, or a product that you can buy.

The Science of Reading could be considered an approach to teaching reading that is based on decades of research and evidence. It is NOT a specific program.



Phonics-based programs that drill phonics skills.

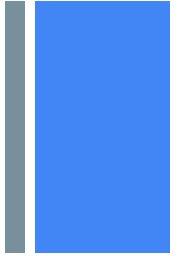
Phonics is an integral part of teaching reading based on science, but it is just one of the five big ideas that should be taught so all children can learn to read.



Complete and no more study needs to be done.

As with any science, it is never complete. We can always know more. More study happens all the time and researchers, teachers, and families can work together to bring the best research into classrooms.





Science of reading-aligned practice
emphasizes phonics only.



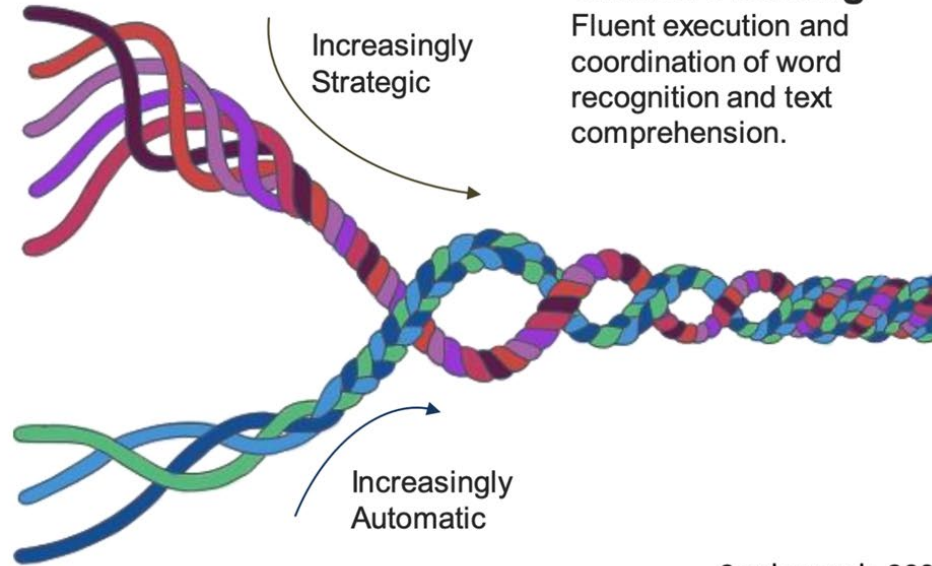


Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

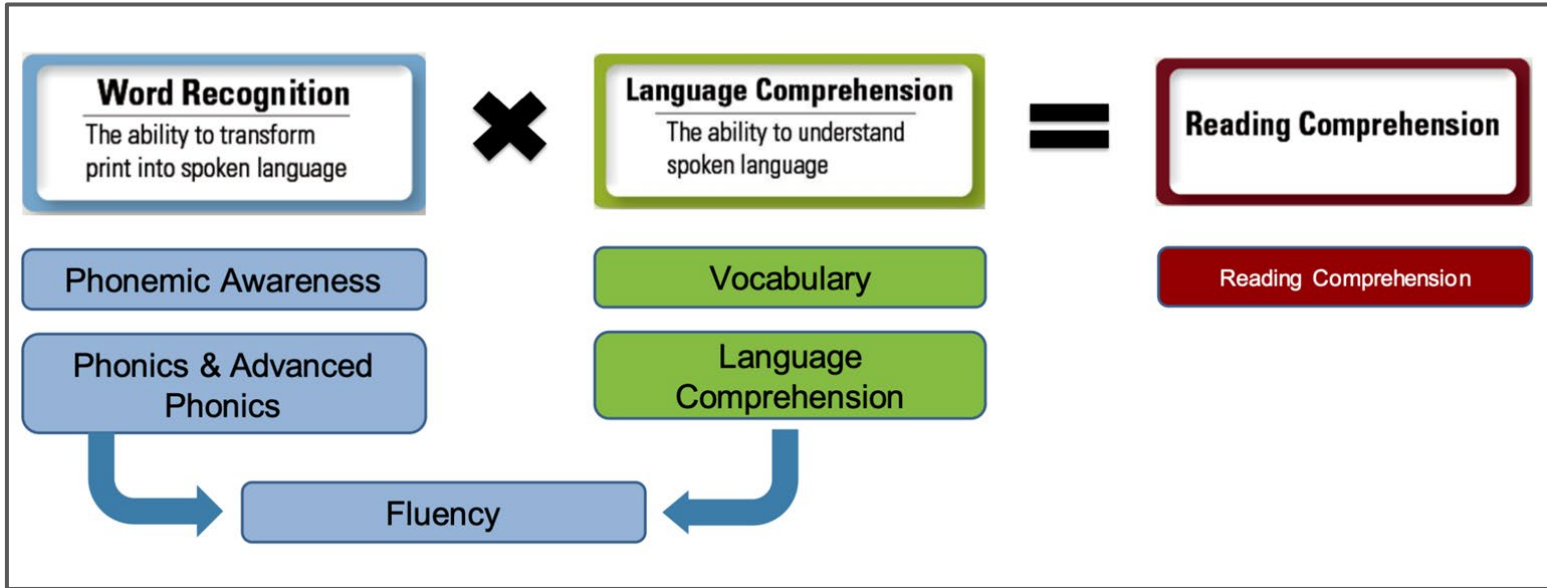


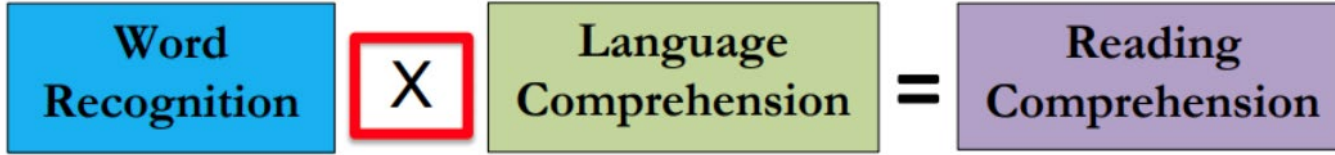
Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Scarborough, 2001



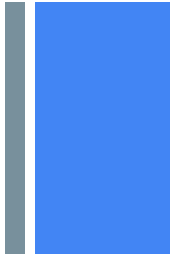




1	X	0	=	0
0	X	1	=	0
.50	X	.50	=	.25

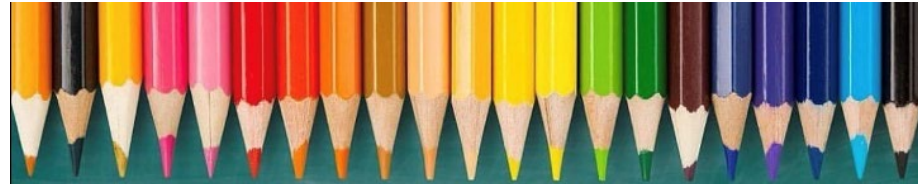
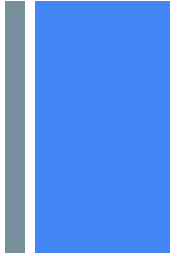
Based on the Simple View of Reading by Gough and Tunmer, 1986






Structured Literacy is only for those students
“who need it.”





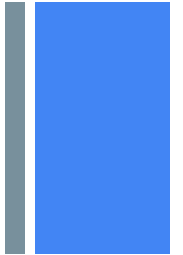
**EXPLICIT TEACHING OF
ALPHABETIC DECODING SKILLS
IS HELPFUL FOR **ALL** CHILDREN,
HARMFUL FOR NONE, AND
CRUCIAL FOR SOME.**

Snowling, Hulme, Snow & Juell (2005)



Georgia

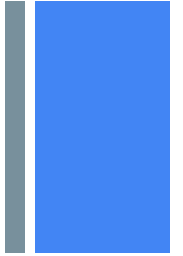
The central graphic features a row of colorful pencils at the top and bottom. The background is a dark green chalkboard. The text is centered on the chalkboard. A faint watermark of the word "Georgia" is visible in the bottom left corner of the graphic area.



"If a child memorizes ten words,
the child can read only ten words.
But if a child learns the sounds of ten letters,
the child will be able to read 350 three
sound words, 4,320 four sound words and
21,650 five sound words."

Dr. Martin Kozloff, 2002



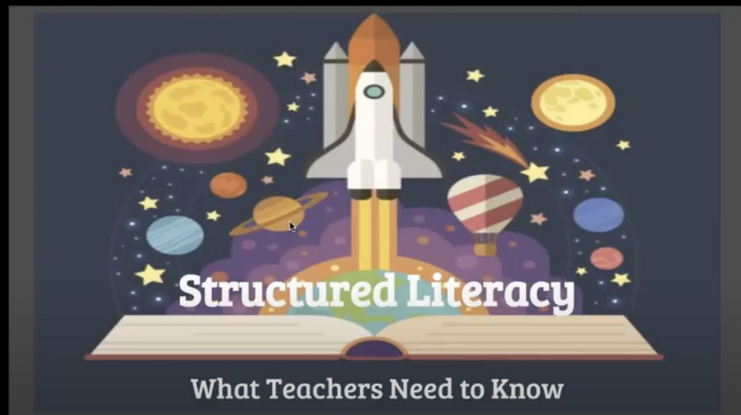


The How: Time and Space Resources



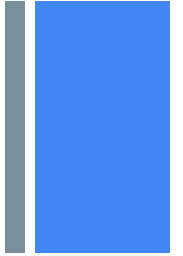


Make it a Priority: Building Knowledge





Building Knowledge... and Enthusiasm!



Reading Brain video Inbox x



Cynthia Hoemann <choemann@gfacademy.org>

Thu, Apr 21, 2022, 8:00AM



to Christina, Sarah, Lindsay, Ginger, Jennifer, Kate, Stephanie, Katie, Mary, Moira, Tatiana, Susan, Arianna, Amy, Kelsie, David, Katie, Keri, Stefania, Mary-Katherine, Nicole, ξ ▾

Hi all,

I came across this webinar and wanted to share it with you because I think it is one of the best ones I have seen that explains how the brain learns to read. Amplify has a series called Cortex in the Classroom and this is one titled Advancing the Science of Reading in the Early Years by Carolyn Strom. While it specifically addresses early readers (age 3 -K) it is beneficial to anyone who is interested in learning more about reading and the brain.

Here is the link if you are interested:

<https://youtu.be/5ozikJR3oY8>

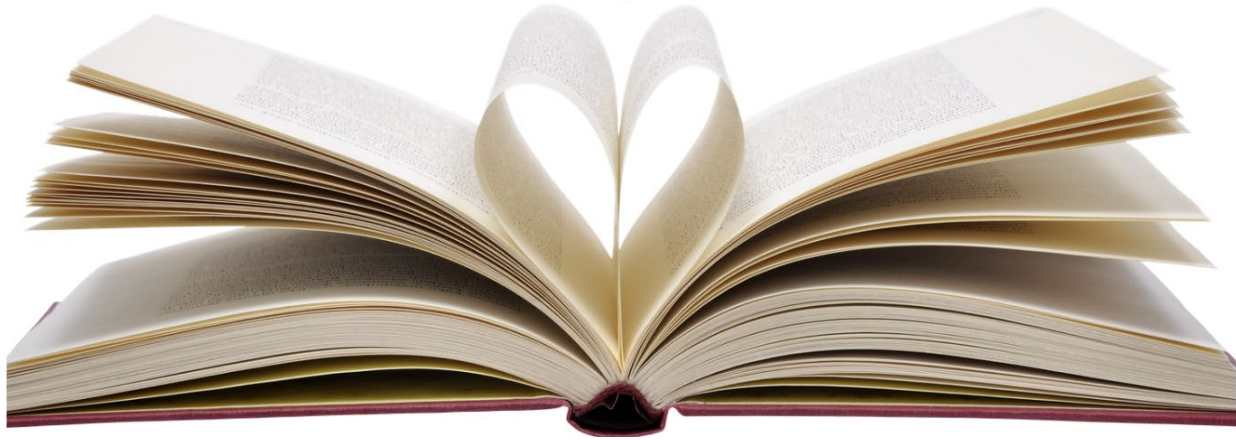
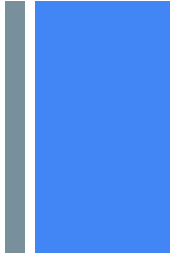
All best,

Cynthia (the SOR nerd)



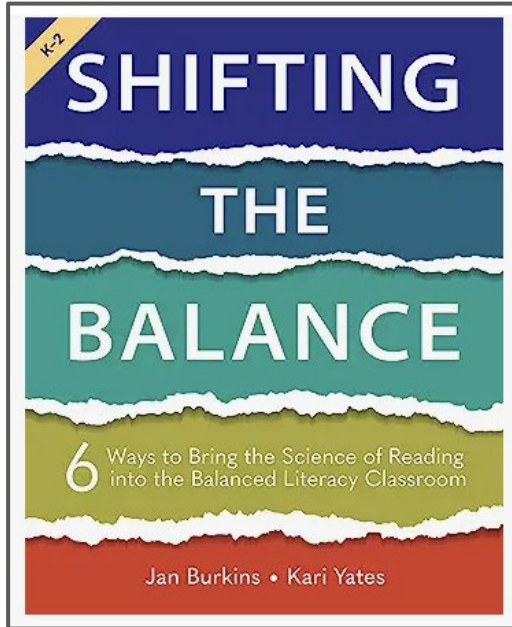


Time and Space: Empathy





Building Momentum: Faculty Book Group



SIX SHIFTS...

SHIFT 1
Rethinking How Reading Comprehension Begins

SHIFT 2
Recommitting to Phonemic Awareness Instruction

SHIFT 3
Reimagining the Way We Teach Phonics

SHIFT 4
Revising High-Frequency Word Instruction

SHIFT 5
Reinventing the Ways We Use MSV (3 Cueing Systems)

SHIFT 6
Reconsidering Texts for Beginning Readers

DISCUSSED THROUGH...

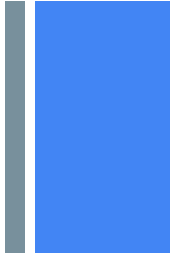
- Classroom Examples
- Common Misunderstandings
- A Short Summary of the Science
- Recommendations for Making the Shift
- Questions for Reflection

#THESIXSHIFTS





Reading Inquiry Group Topics



Fostering a Love of Reading

Vocabulary and Comprehension

Development of Reading Skills: Scope & Sequence

Using Data to Inform Instruction

Parent Communication



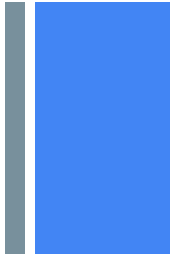


Celebrate and tell the story!





Resources



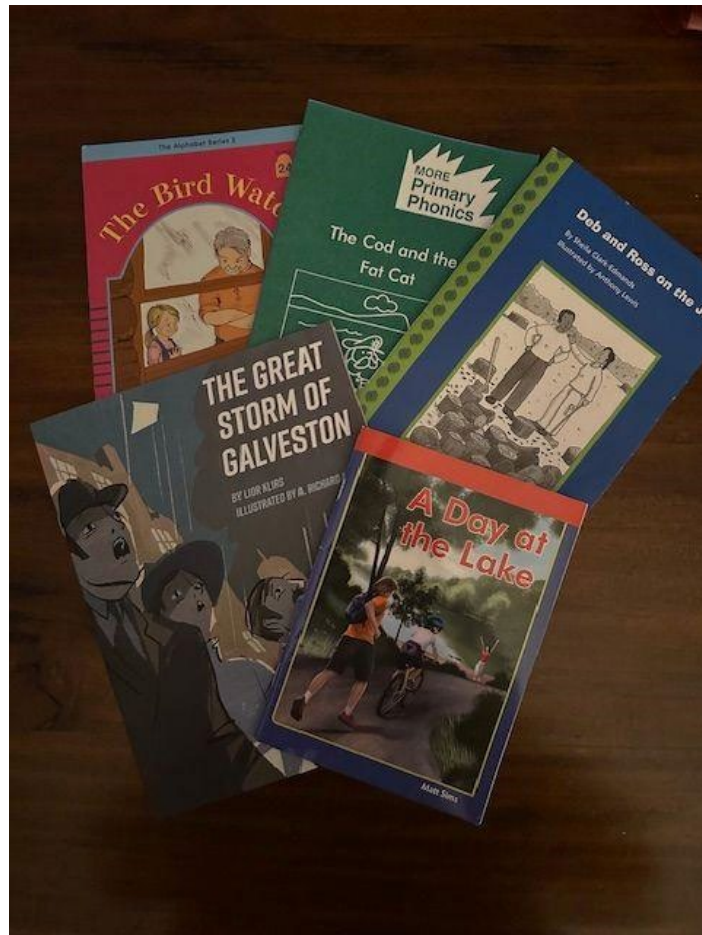
Professional Development: in-house training + off-site

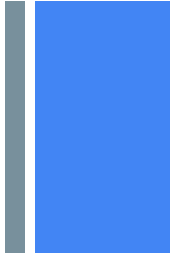
Instruction: Heggerty, Foundations, Decodable Library, Boost

Assessment Tools: DIBELS, mCLASS

Reading Team (coaches)







The What: Analysis & Implementation



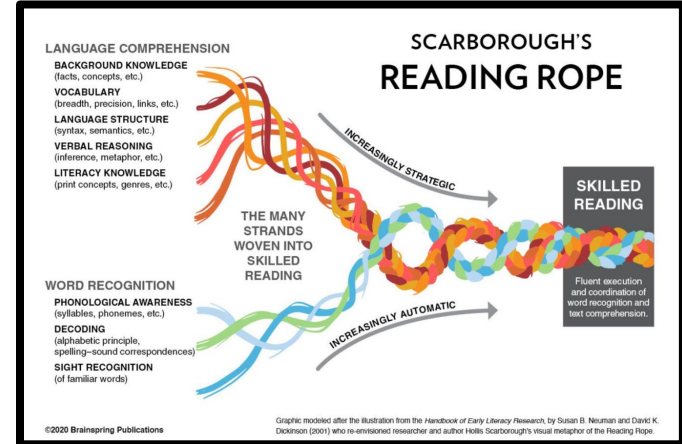
What does the science of reading look like in practice?

Shift **away** from using a singular level to understand a student's reading ability

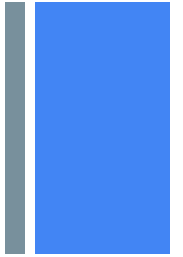
Series at Guided Reading Levels (Fountas and Pinnell) Levels F – Y

F-J	K	L	M	N	O	P
Book 11 Book 12 Book 13 Book 14 Book 15 Book 16 Book 17 Book 18 Book 19 Book 20 Book 21 Book 22 Book 23 Book 24 Book 25 Book 26 Book 27 Book 28 Book 29 Book 30 Book 31 Book 32 Book 33 Book 34 Book 35 Book 36 Book 37 Book 38 Book 39 Book 40 Book 41 Book 42 Book 43 Book 44 Book 45 Book 46 Book 47 Book 48 Book 49 Book 50 Book 51 Book 52 Book 53 Book 54 Book 55 Book 56 Book 57 Book 58 Book 59 Book 60 Book 61 Book 62 Book 63 Book 64 Book 65 Book 66 Book 67 Book 68 Book 69 Book 70 Book 71 Book 72 Book 73 Book 74 Book 75 Book 76 Book 77 Book 78 Book 79 Book 80 Book 81 Book 82 Book 83 Book 84 Book 85 Book 86 Book 87 Book 88 Book 89 Book 90 Book 91 Book 92 Book 93 Book 94 Book 95 Book 96 Book 97 Book 98 Book 99 Book 100	Comprehension Level Book 1 Book 2 Book 3 Book 4 Book 5 Book 6 Book 7 Book 8 Book 9 Book 10 Book 11 Book 12 Book 13 Book 14 Book 15 Book 16 Book 17 Book 18 Book 19 Book 20 Book 21 Book 22 Book 23 Book 24 Book 25 Book 26 Book 27 Book 28 Book 29 Book 30 Book 31 Book 32 Book 33 Book 34 Book 35 Book 36 Book 37 Book 38 Book 39 Book 40 Book 41 Book 42 Book 43 Book 44 Book 45 Book 46 Book 47 Book 48 Book 49 Book 50 Book 51 Book 52 Book 53 Book 54 Book 55 Book 56 Book 57 Book 58 Book 59 Book 60 Book 61 Book 62 Book 63 Book 64 Book 65 Book 66 Book 67 Book 68 Book 69 Book 70 Book 71 Book 72 Book 73 Book 74 Book 75 Book 76 Book 77 Book 78 Book 79 Book 80 Book 81 Book 82 Book 83 Book 84 Book 85 Book 86 Book 87 Book 88 Book 89 Book 90 Book 91 Book 92 Book 93 Book 94 Book 95 Book 96 Book 97 Book 98 Book 99 Book 100	Book 1 Book 2 Book 3 Book 4 Book 5 Book 6 Book 7 Book 8 Book 9 Book 10 Book 11 Book 12 Book 13 Book 14 Book 15 Book 16 Book 17 Book 18 Book 19 Book 20 Book 21 Book 22 Book 23 Book 24 Book 25 Book 26 Book 27 Book 28 Book 29 Book 30 Book 31 Book 32 Book 33 Book 34 Book 35 Book 36 Book 37 Book 38 Book 39 Book 40 Book 41 Book 42 Book 43 Book 44 Book 45 Book 46 Book 47 Book 48 Book 49 Book 50 Book 51 Book 52 Book 53 Book 54 Book 55 Book 56 Book 57 Book 58 Book 59 Book 60 Book 61 Book 62 Book 63 Book 64 Book 65 Book 66 Book 67 Book 68 Book 69 Book 70 Book 71 Book 72 Book 73 Book 74 Book 75 Book 76 Book 77 Book 78 Book 79 Book 80 Book 81 Book 82 Book 83 Book 84 Book 85 Book 86 Book 87 Book 88 Book 89 Book 90 Book 91 Book 92 Book 93 Book 94 Book 95 Book 96 Book 97 Book 98 Book 99 Book 100	Book 1 Book 2 Book 3 Book 4 Book 5 Book 6 Book 7 Book 8 Book 9 Book 10 Book 11 Book 12 Book 13 Book 14 Book 15 Book 16 Book 17 Book 18 Book 19 Book 20 Book 21 Book 22 Book 23 Book 24 Book 25 Book 26 Book 27 Book 28 Book 29 Book 30 Book 31 Book 32 Book 33 Book 34 Book 35 Book 36 Book 37 Book 38 Book 39 Book 40 Book 41 Book 42 Book 43 Book 44 Book 45 Book 46 Book 47 Book 48 Book 49 Book 50 Book 51 Book 52 Book 53 Book 54 Book 55 Book 56 Book 57 Book 58 Book 59 Book 60 Book 61 Book 62 Book 63 Book 64 Book 65 Book 66 Book 67 Book 68 Book 69 Book 70 Book 71 Book 72 Book 73 Book 74 Book 75 Book 76 Book 77 Book 78 Book 79 Book 80 Book 81 Book 82 Book 83 Book 84 Book 85 Book 86 Book 87 Book 88 Book 89 Book 90 Book 91 Book 92 Book 93 Book 94 Book 95 Book 96 Book 97 Book 98 Book 99 Book 100	Book 1 Book 2 Book 3 Book 4 Book 5 Book 6 Book 7 Book 8 Book 9 Book 10 Book 11 Book 12 Book 13 Book 14 Book 15 Book 16 Book 17 Book 18 Book 19 Book 20 Book 21 Book 22 Book 23 Book 24 Book 25 Book 26 Book 27 Book 28 Book 29 Book 30 Book 31 Book 32 Book 33 Book 34 Book 35 Book 36 Book 37 Book 38 Book 39 Book 40 Book 41 Book 42 Book 43 Book 44 Book 45 Book 46 Book 47 Book 48 Book 49 Book 50 Book 51 Book 52 Book 53 Book 54 Book 55 Book 56 Book 57 Book 58 Book 59 Book 60 Book 61 Book 62 Book 63 Book 64 Book 65 Book 66 Book 67 Book 68 Book 69 Book 70 Book 71 Book 72 Book 73 Book 74 Book 75 Book 76 Book 77 Book 78 Book 79 Book 80 Book 81 Book 82 Book 83 Book 84 Book 85 Book 86 Book 87 Book 88 Book 89 Book 90 Book 91 Book 92 Book 93 Book 94 Book 95 Book 96 Book 97 Book 98 Book 99 Book 100	Book 1 Book 2 Book 3 Book 4 Book 5 Book 6 Book 7 Book 8 Book 9 Book 10 Book 11 Book 12 Book 13 Book 14 Book 15 Book 16 Book 17 Book 18 Book 19 Book 20 Book 21 Book 22 Book 23 Book 24 Book 25 Book 26 Book 27 Book 28 Book 29 Book 30 Book 31 Book 32 Book 33 Book 34 Book 35 Book 36 Book 37 Book 38 Book 39 Book 40 Book 41 Book 42 Book 43 Book 44 Book 45 Book 46 Book 47 Book 48 Book 49 Book 50 Book 51 Book 52 Book 53 Book 54 Book 55 Book 56 Book 57 Book 58 Book 59 Book 60 Book 61 Book 62 Book 63 Book 64 Book 65 Book 66 Book 67 Book 68 Book 69 Book 70 Book 71 Book 72 Book 73 Book 74 Book 75 Book 76 Book 77 Book 78 Book 79 Book 80 Book 81 Book 82 Book 83 Book 84 Book 85 Book 86 Book 87 Book 88 Book 89 Book 90 Book 91 Book 92 Book 93 Book 94 Book 95 Book 96 Book 97 Book 98 Book 99 Book 100	Book 1 Book 2 Book 3 Book 4 Book 5 Book 6 Book 7 Book 8 Book 9 Book 10 Book 11 Book 12 Book 13 Book 14 Book 15 Book 16 Book 17 Book 18 Book 19 Book 20 Book 21 Book 22 Book 23 Book 24 Book 25 Book 26 Book 27 Book 28 Book 29 Book 30 Book 31 Book 32 Book 33 Book 34 Book 35 Book 36 Book 37 Book 38 Book 39 Book 40 Book 41 Book 42 Book 43 Book 44 Book 45 Book 46 Book 47 Book 48 Book 49 Book 50 Book 51 Book 52 Book 53 Book 54 Book 55 Book 56 Book 57 Book 58 Book 59 Book 60 Book 61 Book 62 Book 63 Book 64 Book 65 Book 66 Book 67 Book 68 Book 69 Book 70 Book 71 Book 72 Book 73 Book 74 Book 75 Book 76 Book 77 Book 78 Book 79 Book 80 Book 81 Book 82 Book 83 Book 84 Book 85 Book 86 Book 87 Book 88 Book 89 Book 90 Book 91 Book 92 Book 93 Book 94 Book 95 Book 96 Book 97 Book 98 Book 99 Book 100

Shift **toward** looking at reading skills in isolation, while also understanding how the skills interconnect



+ Analysis



- **How were we using what we already had?**
 - Foundations
 - DIBELS-8
 - Schedule / Literacy blocks

- **What could/should this look like?**
 - Connect Foundations to literacy
 - Deeper dive into DIBELS data - which areas / students need more attention?
 - Enable teachers to have a better understanding of the information the data was providing
 - Utilize classroom time more strategically



Analysis

- Use DIBELS assessment data to identify skills that need to be reinforced
- Create differentiated groups for instruction based on this information

	Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
Well Below Benchmark	13% 2 Students	0% 0 Students	13% 2 Students	7% 1 Student	20% 3 Students	27% 4 Students
Below Benchmark	27% 4 Students	13% 2 Students	27% 4 Students	13% 2 Students	27% 4 Students	27% 4 Students
At Benchmark	53% 8 Students	80% 12 Students	33% 5 Students	53% 8 Students	40% 6 Students	27% 4 Students
Above Benchmark	7% 1 Student	7% 1 Student	27% 4 Students	27% 4 Students	13% 2 Students	20% 3 Students



What does this look like in the classroom?

- Use assessment data to identify skills that need to be reinforced
- Create differentiated groups for instruction based on this information

Analysis to Action

Benchmark Data Worksheet 2nd-6th grade

Meeting Date: _____ Teacher Name: _____ Assessment Analyzed: _____ Class-wide Median: _____

Determine Need:		Action Items:	
Is a Class-wide Intervention necessary ? Yes No		<ul style="list-style-type: none"> Determine appropriate Class-wide Intervention: _____ Determine Start Date: _____ Determine End Date: _____ Schedule Fidelity Check: _____ Progress Monitor Assessment: _____ 	
Which students fall within the at-risk range? Are there any students we missed?		Among students identified as needing a Tier 2 intervention, what is the category of the problem? (phonemic awareness, decoding, fluency, vocabulary, comprehension)	What intervention do you plan to use to address the problem?
Student Name:	WRC/Error	Accuracy	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

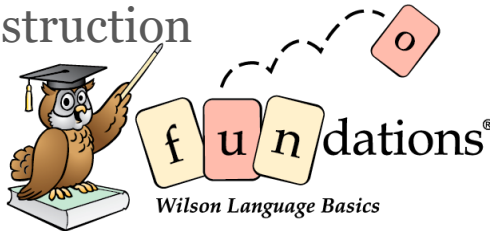
Benchmark Criterion FALL: ____ WINTER: ____ SPRING: ____

*created by Matt Burns



Implementing

- Weekly planning meetings with grade level teams
- Use Foundations curriculum to guide sequence of small group reading instruction



Resources

Current Unit Trick Words

WEEK 1
you your I they

WEEK 2
was one said

Review Words

mop	rib	sob	job	rash	map
rock	cop	such	dot	lid	mud
Ted	fix	lap	web	not	lick
much	ten	chip	tub	bed	moth
at	hip	lock	peg	shot	had
rich	bug	pen	bat	hit	pet
lash	bus	bun	pick	path	bit
red	jab	kid	nod	but	cup
mix	pot	Ben	kick	pat	thick
tab	Jim	tin	cob	rat	big
tip	cot	Rick	dash	whip	mad
den	gum	math	neck	dip	mug
sub	dish	wig	yes	fun	this
cub	fit	shut	rush	wish	quit
back	pup	fog	shop	lot	hut

Current Unit Words

WEEK 1
shell cuff fuss miss kiss off
fill puff toss hill fell chill
Russ Bess well mess Nell mass
bell pill will tell

WEEK 2
wall fall hall call ball tall
mall

Current Nonsense Words

More nonsense word resources are available on the Foundations® Learning Community.

viff woff daff chuff rill thill
tuss shess sess nall rall zall

Sentences

The bold words are Trick Words. Dictate the sentence, place Sentence Frames as needed, and then circle any frame with a Trick Word. For the spelling of these words, encourage students to use their Student Notebooks for reference.

WEEK 1
Did **you** get **the** red shell?

Bess had a big kiss for **her** dad.

Tim will fill **your** dish with fish.

I will huff **and** puff up **the** big hill.

We had to mop up **the** mess.

The bug fell in **the** web.

I sat in **the** den with Bill.

Did **they** yell at **you**?

I got a chill in **the** tub.

Jack had to sell **your** pig.

Ed will kill **the** big bug.

I fell on **the** path.

WEEK 2
This hall **is** a mess!*

Mom did not miss **the** mud at **all**.

Toss **one** ball to Kim.

Will **we** shop at **the** mall?

Will **you** call **your** pup?

Dad had **one** ball for Jack.

You will fall!*

Did **you** get that at **the** mall?

The pill was for **the** dog.

The vet got **one** quill off **the** dog.

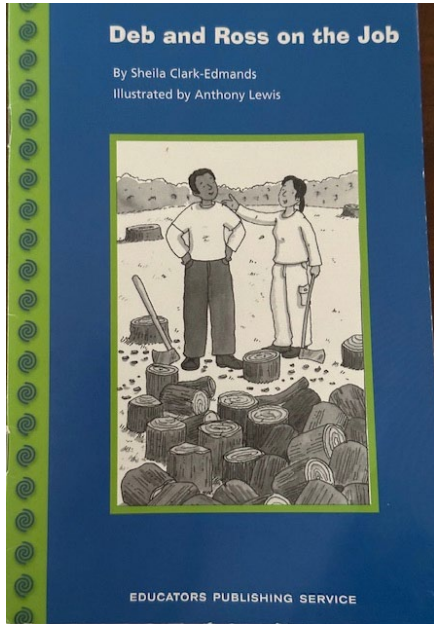
They had bad luck on **the** quiz.

The duck will quack at Bill.

* Use the tail blue punctuation mark in the Sentence Frames to demonstrate and explain the exclamation point.

Grade 1: Before Reading

Deb and Ross on the Job



Multiple Meaning:

hunks

is

swell

will

spell

then

drink

of

milk

full

hard

do

thrill

drink

noun: (thing) a liquid that can be swallowed

verb: (action) to take a liquid in to the mouth to swallow

spell

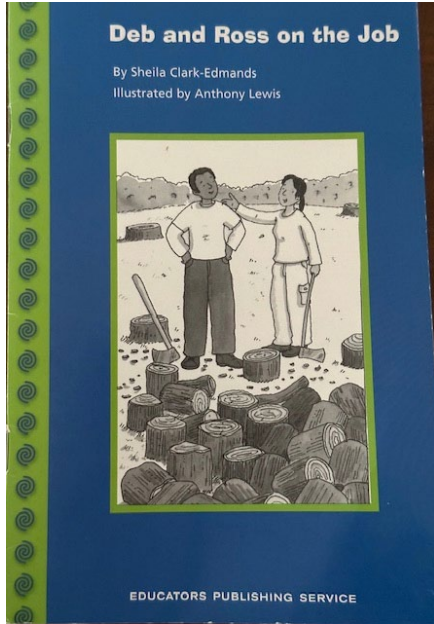
verb: (action) to write letters in a correct order to form a word

“Ross will sit a ***spell***” (p12) : to sit and relax for a short time



Grade 1: Before/During Reading

Deb and Ross on the Job



off the log

Deb is glad

a swell job

ax in the tent

Ross will sit

a full glass

hard to do

thrill to finish

glad his job

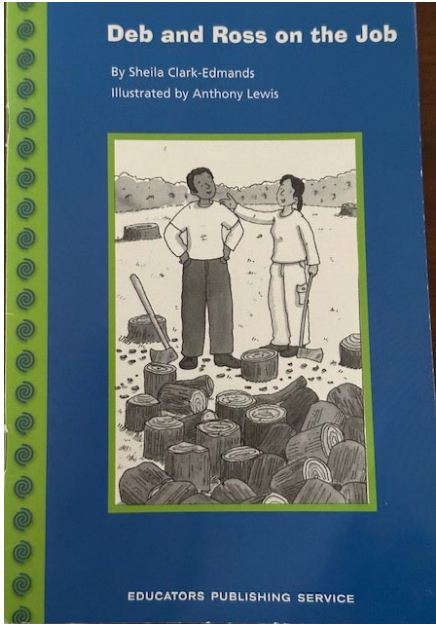
Deb and Ross on the Job

Look for words in the story that have **bonus letters**.

-ff	-ll	-ss



Grade 1: After Reading



Deb and Ross on the Job

What is Deb's problem?

Who will help Deb?

Deb and Ross on the Job

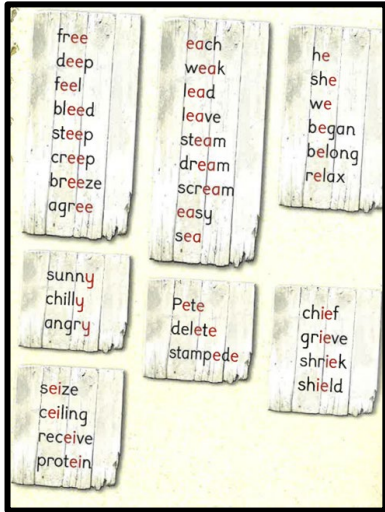
Put the events from the story in order.

	Ross will drink milk.
	Deb asks Ross for help.
	Ross cuts the log into bits.
1	Deb has a big job.



Grade 3: Before Reading

Preview Words:



How many letters make the long e sound?

Preview Vocabulary & Activate Background Knowledge

Blanket bog - a flat landscape of moist earth in an area of high rainfall or humidity.



Bog - Wet muddy ground too soft to support a heavy body



Limpet - a mollusk that clings to things.

5 stages of Raised Bog development



Grade 3: During & After Reading

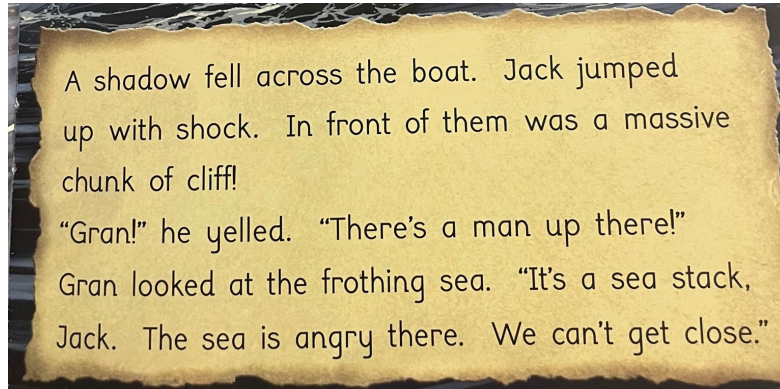
- Comprehension questions during & post reading with the whole group
- Practicing written responses that echo the question

What did the author mean by...

"The sea was as flat as a pancake."

"The sea is angry there."

"The wind tugged my hooks out of my pocket."



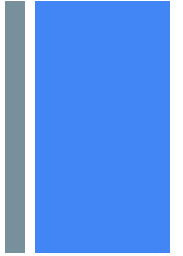
Additional changes

- Grade 3:
 - Extended time spent on Foundations in the classroom
 - Incorporated daily practice with grammar and syntax to enhance comprehension
- Grade 4:
 - Added in Megawords to address the need for continued support of morphology and vocabulary
 - Added ReadWorks to support development of background knowledge



Takeaways:

- Develop a system that follows the research
- Use curriculum and instructional strategies that are direct, explicit, and researched based.
- Use assessments that measure the skills that need to be taught
- Intensify instruction early
- Group students according to the skills they lack
- Progress monitor students who are at risk
- Provide coaching and support



Science of reading-aligned practice kills the
love and joy of reading.





Foster a Love of Reading



Lower School Teachers share their favorite books.

With special thanks to the Upper School Intermediate Photography Class of 2022/23



Mr. Matte – Frog and Toad are Friends by Arnold Lobel

Frog and Toad Are Friends is a book that we had growing up that I remember reading with my mom and dad. Frog and Toad has a positive and heartwarming message about friendship. When I saw this book in our first-grade classroom library, I was instantly brought back to my childhood!

Mrs. G. – My Father's Dragon by Ruth Stiles Gannett

"My Father's Dragon" is a book about Elmer, a boy who wishes he could fly, and a dragon he rescues. The book's themes of kindness, bravery, empathy, and friendship drew me into the story. I have sweet memories of reading it with my son, Paul. If you are interested in dragons and fascinated by adventure stories read "My Father's Dragon" and begin your dreams of adventure, travel, and friendship.

Our Favorite Books



Mr. Famban – Judy Moody by Megan Macdonald

I loved reading the Judy Moody series when I was growing up! Each book always made me laugh but I also enjoyed learning about the silly adventures that Judy went on with her brother and friends. I've gotten to read this fun book series with my students!

Dr. Judy – From the Award-Winning Book, Book 2, Illustrated by C.J. King-Goldy

I remember my 2nd grade teacher reading "From the Award-Winning Book, Book 2, Illustrated by C.J. King-Goldy" to me after lunch in my library part of the day. The book always felt like a special moment to me and I still remember the excitement of reading it. I love the adventures that Judy has in solving a mystery. The book was quite an inspiration and inspired me to be a writer.

Ms. Voth – Good and Beautiful: The Classic Christian Story by Gini Keaton, et al. 77 series literature

I chose this book because it is a wonderful resource of love, strength, motivation, and bravery are not determined by him.





For the Love of Reading Challenge!

As a Lower School,
students were
challenged to read
1,000 books during
the month of
February



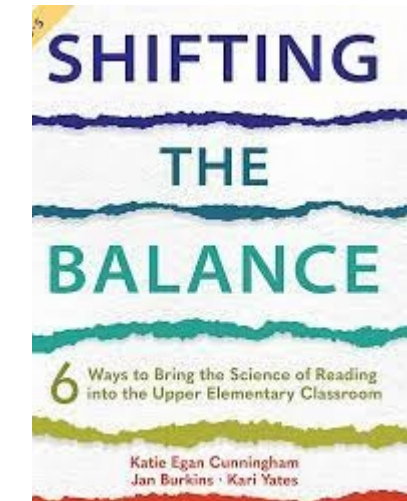
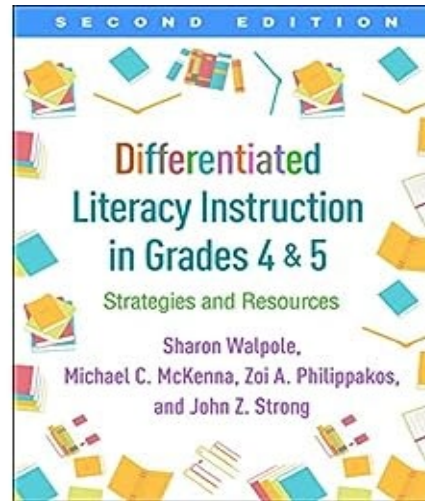
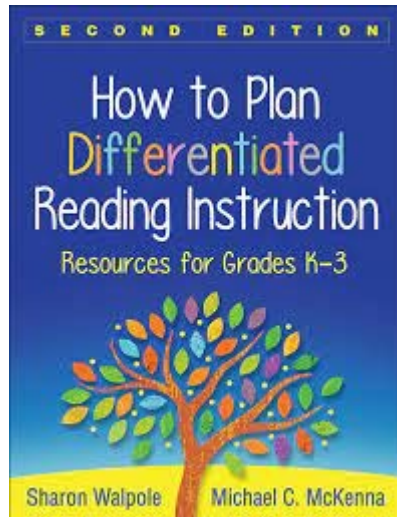
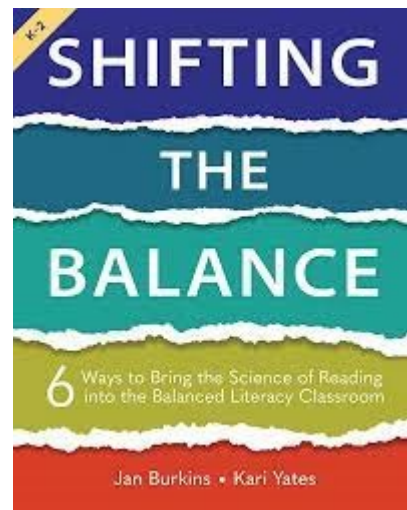
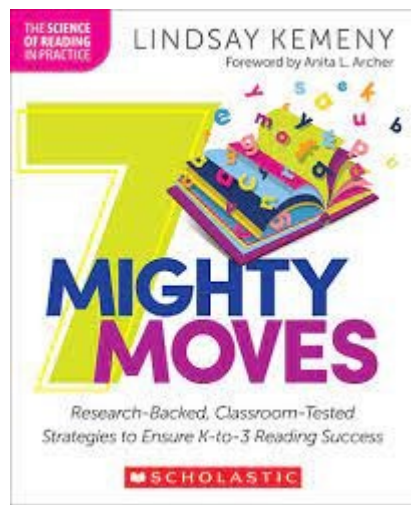
+ Resources

The Reading League <https://www.thereadingleague.org/>

Reading Science Academy <https://www.readingscienceacademy.com/>

- Kilpatrick, David. *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Wiley, 2015
- Literacy How YouTube channel. <https://www.youtube.com/user/Literacyhow>
- Moats, Louisa. IDA's Knowledge and Practice Standards: How They Can Improve Reading Instruction for All Students. <https://www.youtube.com/user/idachannel>
- Moats, Louisa. Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties. [for-students-with-dyslexia-and-related-reading-difficulties/](https://www.youtube.com/watch?v=for-students-with-dyslexia-and-related-reading-difficulties/)
- “Ending the Reading Wars: Reading Acquisition From Novice to Expert” Anne Castles, Kathleen Rastle, and Kate Nation.
- “Ten Myths About Learning to Read” Reading Rockets
- “What Education Schools Aren’t Teaching about Reading and What Elementary Teachers Aren’t Learning” Reading Rockets
- “Teaching Reading is Rocket Science” Louisa Moats 2020

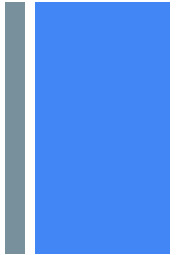




+ Podcasts



- Teaching, Reading and Learning: The Podcast -The Reading League
<https://www.thereadingleague.org/teaching-reading-and-learning-the-podcast/>
- The Science of Reading - Amplify <https://amplify.com/science-of-reading-the-podcast/>
- APM Reports - all podcasts by Emily Hanford
<https://features.apmreports.org/reading/>



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