

Did You Know? The FACTS about reading

Written by Stacey Rickman

Learning to read is <u>NOT</u> a natural process - reading must be taught.



Our brains are prewired for speaking and listening, but not for reading and writing (Wolf 2008, Dehaene 2009). While some students will learn to read more easily than others, all students benefit from explicit, systematic, and sequential literacy instruction to "build the reading brain."

Any student can have trouble learning to read, not just students with learning disabilities such as dyslexia.



All students learn to read at different rates because the acquisition of the foundational skills necessary for reading develop along a continuum (Moats 2020a, Seidenberg 2017). Some students require significantly more instruction than others to "crack the code" (Spear-Swerling 2022).

Learning to read continues long after Grade 3.



Once students are reading with fluency in later primary grades, reading instruction focuses on accurate decoding of complex multisyllabic words, morphology, spelling, building background knowledge, reading comprehension, and writing. Students are constantly learning to read and write with increasing ability well into high school, and beyond.

We all decode, or "get the words off the page," in the same way.

All readers learn to read by matching the symbols on the page to the sounds they represent and blending these sounds together to form words (Dehaene 2009, Moats 2020a).

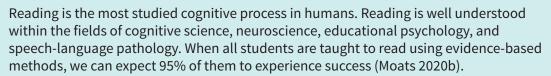


Learning to read begins long before Grade 1.



Oral language, the foundation for learning to read, begins to develop the moment we are born. Print concepts (such as reading from left to right and from top to bottom on a page, in English) develop when adults read to children and explore books and other texts together in a print-rich environment. In kindergarten, formal literacy instruction includes developing an awareness of how words are made of sounds (phonemic awareness) and how those sounds are represented, in predictable ways, by letters (phonics).

We know how to teach reading so that close to 95% of children can become proficient readers.





REFERENCES:

Dehaene, S. (2009). Reading in the brain: The new science of how we read. New York: Penguin Books.

Moats, L. C. (2020a). Speech to print: Language essentials for teachers (3rd ed.). Baltimore: Paul H. Brookes Pub.

Moats, L. C. (2020b). Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know

and Be Able to Do. Washington, DC: American Federation of Teachers.eaching-reading-is-rocketscience-2020.pdf

Seidenberg, M. (2017). Language at the Speed of Sight: How We Read, Why so Many Can't, and What Can Be Done about It. New York: Basic Books

Spear-Swerling, L. (2022). Structured Literacy Interventions: Teaching Students with Reading Difficulties, Grades K-6. New York: Guilford Press.

Torgesen, J. K. (1998). Catch Them Before They Fall Assessment and Intervention to Prevent Reading Failure in Young Children. Washington, DC: American Federation of Teachers.

Wolf, M. (2008). Proust and the squid: The story and science of the reading brain. Thriplow: Icon Books.