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Did You Know? The FACTS about reading

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Learning to read is **NOT** 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.

Reading is the most studied cognitive process in humans. Reading is well understood within the fields of cognitive science, neuroscience, educational psychology, and speech-language pathology. When all students are taught to read using evidence-based methods, we can expect 95% of them to experience success (Moats 2020b).



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