

What Every Educator and Parent Should Know About Reading Instruction

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When I was at the Harvard Graduate School of Education in 1979, I was fortunate to have Dr. Jeanne Chall as my professor. Dr. Chall was a pioneer in research on reading. Beginning with her 1967 book "Learning to Read: The Great Debate", Dr. Chall's work until her death a few years ago set the standard for reading research. On the first day of class, she began with (go)23.,rator and ET Q atw. -11.9".9 (f) 2Ahegadwiofrh-11.94 (at) -79 (w) 7.7

Key findings from the research on systematic, explicit phonics instruction include:

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Putting It All Together

In today's schools, too many children struggle with learning to read. While there are no easy answers or quick solutions for optimizing reading achievement, there now exists extensive research about the kind of instruction that needs to be given to children so they can learn to read well. All educators and parents must understand how instruction in phonemic awareness, phonics, fluency, vocabulary and text comprehension can help meet the goal of having every child be a reader by the end of third grade. For our communities, we must become well-versed in science-