



Part 2 provides valuable insights from the science of reading on what is involved in acquiring reading or the curriculum of reading acquisition.

Part 3 deals with insights from the science of reading on *how* reading acquisition is fostered—that is, the instructional activities that support reading acquisition.

Part 4 reviews research on why several popular instructional practices are *not* helpful in promoting reading acquisition.

Part 5 identifies gaps in the science of reading that require the attention of researchers.

The videos and the essays communicate the same information, providing different means of studying how we can support our students to become the proficient and engaged readers they want and need to be in the digital-global age!

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<sup>i</sup> Seidenberg, M. (2017). *Language at the speed of sight: How we Read, Why so many can't, and what can be done about it*. Basic Books.

<sup>ii</sup> Hanford, E. (2018). Why are we still teaching reading the wrong way. *The New York Times*.

<sup>iii</sup> Pearson, P. D., Palincsar, A. S., Biancarosa, G., & Berman, A. I. (Eds.). (2020). *Reaping the Rewards of the Reading for Understanding Initiative*. Washington, DC: National Academy of Education.

<sup>iv</sup> Hiebert, E.H., Y. Toyama, & R. Irey (in press). Features of known and unknown words by first graders of different proficiency levels in winter and spring. *Education Sciences*.

<sup>v</sup> Good III, R. H., & Kaminski, R. A. (2011). Dynamic indicators of basic early literacy skills (next ed.) Dynamic Measurement Group.



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