

Jessi Tracy

From: Janna Osman1 <josman1@sterncenter.org>
Sent: Thursday, February 25, 2021 9:39 AM
To: Jessi Tracy
Cc: Kate Webb
Subject: [External] RE: The science of reading
Attachments: NCTQ_The_Four_Pillars_to_Reading_Success.pdf; SLarticlefinalPDF.pdf; teaching-reading-is-rocket-science-2020.pdf; DIBELS-8th-Edition-Dyslexia-White-Paper.pdf

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Hi Jessi,

I would share the attached resources, focused on evidence-based literacy instruction, to provide an example of the depth and complexity required to learn to read, what teachers need to know and be able to do. I included the DIBELS-8th-Edition because of the specificity, as a screener, to use for all students, utilizing a lens that looks at students who demonstrate markers for dyslexia. I omitted some of the other attachments because they may appear too oppositional. Thank you for the opportunity to share.

Best,
Janna

From: Janna Osman1
Sent: Wednesday, February 24, 2021 8:50 AM
To: Kate Webb <KWebb@leg.state.vt.us>
Cc: 'Jessi Tracy' <JTracy@leg.state.vt.us>
Subject: FW: The science of reading

Dear Kate, Representative Webb,

I hope you are making progress with H101. It is a strong bill and would provide the necessary structures to move students and teachers forward, creating a strong system utilizing evidenced-based literacy practices for pedagogical strength and reading success. I see that Senate Ed is working on S75 to advance a dyslexia bill in VT. I don't know if it will gain the momentum it needs to make real tracks so I am hoping you can include the language of dyslexia specifically in H101 to mention the benefits of screening for all but critically important for students with markers for dyslexia... I don't know if in your busy life you will see this or if you saw the plethora of attachments I sent last time (see above). I certainly don't mean to impose on your time, well maybe, yes, I do.

Be well,
Janna

From: Janna Osman1
Sent: Thursday, February 11, 2021 10:29 AM
To: Kate Webb <KWebb@leg.state.vt.us>
Cc: Blanche Podhajski <bpodhajs@sterncenter.org>
Subject: FW: The science of reading

Dear Representative Webb,

It was my pleasure to provide testimony to the House Education Committee on H-101. I have been thinking about the screening for all, in the bill and thought the attached DIBELS-8 white paper does a great job of explicating what is needed (I am not asking to include specific measures in the bill, rather, to be certain to include the necessary components critical for determining who should receive differentiated instruction and intervention. This below email was forwarded to me and I found it to be a font of great information, if you haven't already seen it. In addition, the attached survey of reading instruction, attached, has its pulse on what current pedagogy is shared by teachers in K-2 and in preservice education. Colorado's list of approved core reading programs is also a great resource.

Thank you again Kate for all you do!

Best,
Janna

<https://www.apmreports.org/story/2020/10/16/influential-literacy-expert-lucy-calkins-is-changing-her-views>

The Arkansas Division of Secondary and Elementary Education [announced in October](#) 2019 that any curriculum that utilizes cueing strategies won't be approved for use in the state, meaning that Calkins' materials and another popular program, Fountas and Pinnell Classroom, are effectively banned. Colorado released [a list of approved core reading curriculum](#), and Calkins' programs weren't on the list. A group outside St. Louis [sent a letter](#) signed by 216 parents, students and taxpayers to the school board asking that Calkins, and Fountas and Pinnell be dropped. The Oakland Unified School District, whose use of Calkins' products was highlighted in the 2019 APM Reports story, announced it was forming a committee to consider adopting new curriculum. And Student Achievement Partners, a nonprofit consulting group, [published a review](#) that concluded Calkins' curriculum materials are "unlikely to lead to literacy success for all of America's public schoolchildren."

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