

The Reading League Journal

Table of Contents

FEATURES

Explicit Instruction as the Essential Tool for Executing the Science of Reading
by Sharon Vaughn and Jack Fletcher 4

Incorporating Evidence-Based Instructional Practices in Tier 1 to Support At-Risk Readers
by Nancy J. Nelson Fien and Hank Fien 13

What Science Tells us About Learning, the Nature of Written Language, Reading, and Reading Instruction
by Rebecca Treiman and Ruth Altmiller 22

SPECIAL SECTIONS

Editor's Introduction
by Emily Solari 3

Covid-19's Impact on Children's Reading Scores: *Data Trends and Complementary Interview*
Study by George Georgiou
Interview by George Georgiou, Jennifer Bacchioni, and Jim Soland 34

What Does Science Say About Orton-Gillingham Interventions? An Explanation and Commentary on the Stevens et al. (2021) Meta-Analysis
by Emily Solari, Yaacov Petscher, and Colby Hall 46

The Educator's Science of Reading Toolbox: *Instructional Approaches That Align With the Science of Reading*
by Alana Mangham 57

COLUMNS

Changing Course: *Large-Scale Implementation of the Science of Reading*
by Stephanie Stollar, Amy Murdoch, Beth Corbo, Priscilla Nelson, Krista Erikson, and Dee Dee Cain 40

Knowing Better, Doing Better: *An Educator's Transformation Story*
by Andrea Dunk 52

About The Reading League

The Reading League is a 501(c)(3) non-profit organization. Its mission is to increase the awareness, understanding, and use of evidence-aligned reading instruction. Members of The Reading League include classroom teachers, administrators, professors, researchers, family members, school psychologists, speech/language pathologists, linguists, and many others who are committed to ensuring that maximally effective reading instruction is used to prevent and remediate reading difficulties. The Reading League provides educator trainings via Live Events, specialized professional development, an annual conference, and information on its website and other media outlets.

The primary objective of The Reading League is to build a knowledge base among education professionals about the scientific research findings regarding typical reading development as well as the nature and underlying causes of reading difficulties and disabilities. The goal of developing this knowledge base is for education professionals to become confident and capable in the selection and use of effective teaching approaches, programs, assessments, and other tools to prevent and/or remediate reading difficulties and disabilities.

The Reading League Journal

EDITOR IN CHIEF—Emily Solari, Ph.D.—University of Virginia

ASSOCIATE EDITORS—Emily Binks-Cantrell, Ph.D.—Texas A&M University • Benita Blachman, Ph.D.—Emeritus, Syracuse University
• George Georgiou, Ph.D.—University of Alberta • Margie Gillis, Ph.D.—Literacy How; Haskins Lab • Devin Kearns, Ph.D.—University of Connecticut • David Kilpatrick, Ph.D.—State University of New York at Cortland • Yaacov Petscher, Ph.D.—Florida State University
• Robert Savage, Ph.D.—University College London • Chris Schatschneider, Ph.D.—Florida State University • Pamela Snow, Ph.D.—LaTrobe University • Lesly Wade-Woolley, Ph.D.—University of Alberta

SCIENTIFIC EDITORIAL BOARD

Anne Castles, Ph.D. • Hélène Deacon, Ph.D. • Tamara Sorenson Duncan, Ph.D. • Linnea Ehri, Ph.D. • Esther Geva, Ph.D.
• Tiffany Hogan, Ph.D., CCC-SLP • Alida Hudson • Young-Suk Kim, Ed.D. • John Kirby, Ph.D. • Cammie McBride, Ph.D. • Gene Ouellette, Ph.D.
• Tiffany Peltier • Shayne Piasta, Ph.D. • Jessie Ricketts, Ph.D. • Sir Jim Rose, CBE • Richard Sparks, Ph.D. • Adrea Truckenmiller, Ph.D.
• Erin Washburn, Ph.D. • Julie Washington, Ph.D. • Dan Willingham, Ph.D. • Julie Wolter, Ph.D. • Haiyan Zhang, Ph.D.

PRACTITIONER EDITORIAL BOARD

Anita Archer, Ph.D. • Kelly Butler • Suzanne Carreker, Ph.D. • Linda Diamond • Judi Dodson • Linda Farrell • Deb Glaser, Ed.D. • Susan Hall, Ed.D. • Lorraine Hammond, Ph.D. • Kim Harper • Jan Hasbrouck, Ph.D. • Nancy Hennessy • Pamela Kastner, Ed.D. • Brandi Kenner, Ph.D.
• Shawn O'Brien, Psy.D. • Jessica Pasik • Lucy Hart Paulson, Ed.D. • Julia Salamone • Joan Sedita • Amy Siracusano • Melissa Sorensen
• Danielle Thompson, Ph.D. • Jennifer Throndsen, Ph.D. • Carol Tolman, Ed.D.

THE READING LEAGUE OFFICERS

Chair—Jorene Cook, Ed.D. • Vice Chair—Stephanie Finn • Treasurer—Jill Ryan, CFP • Secretary—Christine Castiglia

BOARD MEMBERS

• Mitchell Brookins • Kymyona Burk, Ph.D. • Sheila Clonan, Ph.D. • Antonio Fierro, Ph.D. • Justin Morcelle • Phelton Cortez Moss, Ph.D. • Jessica Pasik
• Jon Law, CFP • Amy Siracusano • Michelle Storie, Ph.D.

ADVISORY BOARD

John Garruto, Ph.D. • David Kilpatrick, Ph.D. • Doreen Mazzye, Ph.D. • Kristen Munger, Ph.D. • Patrice Murphy

THE READING LEAGUE STAFF

Maria Murray, Ph.D.—President and CEO • Heidi Beverine-Curry, Ph.D.—Vice President, Professional Development • Chris Goodman—Vice President, Finance and Human Resources • Laura Stewart—National Director • Toni Ann Walsh—Vice President, Marketing and Development
• Madeline Chilbert—Events Manager • Kelli Johnson—Coach Director • Andrea Simone—Office Manager • Katie Sojewicz—Professional Development Coordinator • Kristin Spaulding—Copy Editor

www.thereadingleague.org

103 Wyoming Street, Second Floor, Syracuse NY 13204 • 315-362-2620

The Reading League Journal is published in January/February, May/June, and September/October.

Manuscript submission: For information on how to submit a manuscript for publication in *The Reading League Journal*, please visit our website's journal page at www.thereadingleague.org/journal/

Subscription Rates: Annual subscription cost is \$100. Bulk and group rates with multi-address delivery, as well as reduced rates for students and those who are retired are available; call 844-967-0615. For up-to-date rate information and distribution, visit thereadingleague.org/journal.

Single copies of *The Reading League Journal* may be ordered for \$40.00 by calling toll-free 844-967-0615. Email subscription customer service at readingleaguecs@emailpsa.com.

Contact Toni Ann Walsh for advertising information at toni@thereadingleague.org.

Written comments regarding material are invited. Send letters to the editors and permission requests to comments@thereadingleague.org.

TRLJ is an international journal. We take into consideration differing writing and spelling conventions that vary across the globe. This is reflected in different styles across articles, depending on the author's country of origin.

©2021 by The Reading League, Inc. All rights reserved. No part of this publication may be reproduced, stored, transmitted, or disseminated in any form or by any means without prior written permission from The Reading League. The Reading League assumes no responsibility for any statements of fact or opinion expressed in the articles.

The appearance of advertising in this journal is not an endorsement or approval by the publisher, the editor, or the editorial board. The Reading League appreciates the support received from presenters and publishers, and it refrains from recommending and endorsing any particular programs and products.

ISSN 2691-7955