JOURNAL

Table of Contents

FEATURES

Writing to Read: Parallel and Independent Contributions of Writing Research to the Science of Reading by Adrea J. Truckenmiller and Brennan W. Chandler5 Literacy Research on English Learners: Past, Present, and Future by Claude Goldenberg and Elsa Cárdenas-Hagan......12 Design and Methodology in the Science of Reading by Christopher Schatschneider, Dana Santangelo, Christine M. White, Cristian E. Vasquez, and Emma D. Friedmann......23 SPECIAL SECTIONS Introduction by Emily Solari3 Moving the Science of Reading Forward: A Review of Two Recent Meta-Analyses of Reading Intervention Research

 The Educator's Science of Reading Toolbox: Instructional Approaches That Align With the Science of Reading— Best Practices for Improving Language and Literacy Outcomes for English Learners

The Science of Reading in Higher Education: A Collaborative Effort to Refine and Enhance Programs in the Ocean State

by Cara McDermott-Fasy, Kari Kurto, Abigail Foley, Carolyn Obel-Omia, Natasha Feinberg, Susan Zoll, Beth Pinheiro, Kirsten LaCroix, and Danielle Dennis52

COLUMNS

Knowing Better, Doing Better: An
Educator's Transformation Story
There's Still Time: A Science of Reading
Journey
by Elana Gordon43
The Reading League's News

and Updates60

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 evidencealigned 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.