THE READING LEAGUE OURNAL

Table of Contents

.

Contributions of Early Childhood Research to Reading Science	Changing Course: A Director and Literacy Coach Share Their Literacy Transformation
by Shayne B. Piasta4	by Heather Ballantine and Brandee Lapisky
Genetics and the Science of Reading	
by Stephanie Estrera, Hope Sparks Lancaster, and Sara A. Hart18	
The Importance of Phonemic Awareness	Foundation for Literacy Success by Brooke Wilkins and Lauren McNamara 47
Instruction for African American Students	
by Ramona T. Pittman, Marianne Rice, Esther Garza, and Myriam J. Guerra27	Book Review: Literacy Foundations for English Learners: <i>A Comprehensive Guide</i>
Knowledge Acquisition and Transformation	to Evidence-Based Instruction
(KAT) Using Text Structures	by Lara Speights57
by Kausalai (Kay) Wijekumar, Alida Hudson, Kacee Lambright, Julie Kate Owens, Emily Binks-Cantrell, Andrea Beerwinkle, and Ashley Stack33	The Reading League's News and Updates60
SPECIAL SECTIONS Introduction	
by Emily Solari3	
The Educator's Science of Reading Toolbox: Instructional Approaches That Align With the Science of Reading—Using an Infographic to Learn About the Critical Role of Phonological Awareness	
by NCIL53	

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 its Online Academy, 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.