

Submitter: Catherine Wyrick
On Behalf Of:
Committee: House Committee On Education
Measure: HB3198

My name is Catherine Wyrick M.S. I have been a teacher trainer for over 30 years specializing in professional development for teachers of students who struggle with literacy.

I served on the Oregon Dyslexia Advisory Committee for two years – implementing the “Dyslexia Law”, as well as many boards related to dyslexia over the years.

I am a constituent of District 28, Representative Grayber.

The definition of the Science of Reading needs to be updated in HB 3198 The Early Literacy Initiative. SECTION 1. (4)(b).

As written, this definition only includes the elements explicitly set out by the National Reading Panel back in 2000.

Spelling was considered at that time to be improved by phonemic awareness and phonics instruction.

Since then a very large body of research has proven that explicit instruction in spelling and handwriting are crucial in teaching reading – especially for struggling students.

The requirements of many other states /districts contain them including New York City.

Please add spelling and handwriting to the present Science of Reading list of “phonemic awareness, phonics, fluency, vocabulary and comprehension”.

This will not only reflect the current scientific consensus, but will ensure that struggling readers in Oregon will get the most effective instruction possible.

Sincerely,

Catherine Wyrick M.S. Accredited Training Fellow, Orton-Gillingham Academy
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PPS Dyslexia Advocacy Group

References by experts in the field supporting this request: (I can send you PDF versions of them if you like).

Berninger, V. (2012) Strengthening the Mind’s Eye. Association of School Principals
Moats, L. (2005) How Spelling Supports Reading. American Federation of Teachers:
The American Educator: Winter
Reading Rockets website has several relevant articles.

