

Testimony as a proponent for House Bill 2033

My name is Angie Schreiber, I am Representative Mark Schreiber's wife, we are the parents of a child with dyslexia, and I spent 30 years teaching and advocating for children learning to read.

In all of this time, I do not think I have ever met a person, who does not want a child to learn to read. The disagreements have come when we discuss HOW to teach children learn to read. Since the 1960's educators have taught that if you instill the joy of reading by exposing children to good books, reading to them, and exposing them to words, "bazinga" children will learn to read.

Mark and I learned, when Ben couldn't read the word "the," that reading is a complex process. Very few children learn to read effortlessly and approximately 1 in 5 students will find it extremely difficult. Reading to children is a wonderful idea. It provides them with knowledge of our world and expands their vocabulary. These practices, however, do not teach them to read. My favorite phrase at IEP meetings was, "If I had a nickel for every book I had read to Ben, I would be a millionaire many times over."

To learn more about the differing view-points in teaching reading, I urge you to listen to the pod cast "Sold a Story." This is a 10-part series done by Emily Hanford, at APM Reports. Each part is well done and explains how universities began teaching incorrect assumptions about learning to read. These assumptions were not aligned with what research was reporting about how children learn to read.

The science of reading tells us all children go through the same basic processes when learning to read. Some go through the process seamlessly. These are the children who come to kindergarten already knowing how to read, which is about 6% of the population. Other children the 1 in 5 need a lot of help. These children may struggle in kindergarten. All children need to understand, phonological awareness, phonics, accuracy, fluency, vocabulary and comprehension.

With the adoption of "the Science of Reading" the buzz word adopted is research-based curriculums. The state board was given the task of making a list of approved curriculums that schools could use with at-risk funding. While I agree there should be standards, but there are excellent programs that do not have peer reviewed research and there are programs that have peer reviewed research that do not provide long term results. One curriculum that had peer reviewed research, was Reading Recovery. However, the long-term research indicated that students' skills did not grow after they left the program. So, the program did not have a long-term impact. If you listen to Sold a Story, the research is covered in detail.

Two curriculums not on the state list, are Alphabetic Phonics and Take Flight. I know these curriculums well as I have taught both successfully. My successful mechanical engineer, son, Ben learned to read successfully using Alphabetic Phonics.

I contend that the goal of Blueprint for Literacy is all children reading, writing and spelling. This goal is achievable when all of us work together. Legislators funding passed legislation. The department of education following the directives of the legislation. And professionally trained teachers in our classrooms.

Research-based programs are one-piece of the equation. But, programs do not teach, well qualified teachers, who understand how to use the proper instructional techniques, teach children to read. And Kansas needs well-versed teachers of reading in our classrooms. Kansas needs teachers that firmly believe in their hearts that **all** children can learn to read and that they have the **skills** and **support** to teach them.

Fundamental Learning Center in Wichita, KS teaches Alphabetic Phonics and other literacy programs so that parents, principals, teachers, and para-educators have the ability to learn and practice the science of reading. Through FLC's accreditation by the International Multisensory Structured Language Education Council or (IMSLEC) the center has demonstrated that the training courses it offers professionally prepares its students to be multisensory structured language education specialists. These are the type of professionals we need in our schools to reach and teach all students to be literate. FLC's graduates understand all areas of reading, writing, and spelling.

FLC is asking that IMSLEC accreditation to be added to acceptable endorsement of programs to be allowed for use for at-risk funding. I am asking the committee to vote in favor of this addition so that all students in Kansas can become literate.