



A Note about Recording



- We are recording this session and the content may be available later.
- Others in our Dyslexia Community of Practice were unable to attend.
- You! If you want to record this session later, it's available to you.
- Rest assured the recording will not be made publicly available. We hope you'll share your insights freely within this safe space.

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Dyslexia Community of Practice Session 2: Misunderstandings of the Science of Reading

Sharon Vaughn & Elizabeth Stevens

October 7, 2025

mimtsstac.org



Presenters:

The content for this training day was developed based on the



Sharon Vaughn, PhD
Professor, The University of Texas at Austin
Executive Director, Meadows Center for Preventing Educational Risk



Elizabeth Stevens,
Associate Professor, University of Texas at Austin

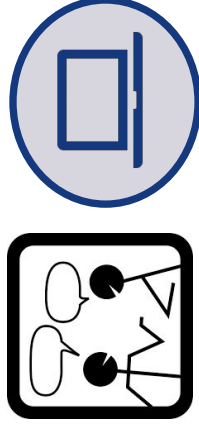


The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

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We want to hear from you!

We are committed to making this time engaging and meaningful to support your learning as a teacher and leader. When you see these icons, please join in the conversation via the chat or in your breakout sessions.



Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to providing and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

MiMTSS Dyslexia CoP Session Schedule

Date	Time	Topic
September 9, 2025	2:00-3:30pm ET	The Neurobiological Underpinnings of Dyslexia
October 7, 2025	10:00-11:30am ET	Misunderstandings of the Science of Reading
November 4, 2025	3:00-4:30pm ET	Structured Literacy
December 3, 2025	11:00am-12:30pm ET	Multisyllabic Word Instruction
January 23, 2026	2:00-3:30pm ET	Supporting Reading Comprehension for Students with Dyslexia
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March 26, 2026	3:00-4:30pm ET	Using Data to Inform Instruction
April 20, 2026	11:00am-12:30pm ET	Deliberate Practice and Feedback: The Sauce

Group Agreements

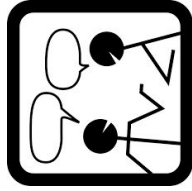
We are **Responsible**

- Return on time from breaks
- Take care of our needs

We are **Engaged**

- Share what you know and ask questions
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

In the chat: Share one "big takeaway" you learned from session 1.



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Agenda

10:00-10:10 Welcome and check-in on Session 1

10:10-10:50 Content presentation

10:50-11:05 Application activity

11:05-11:15 Debrief application activity as a whole group

11:15-11:30 Wrap up (i.e., answer follow-up questions, review reso set goals for applying lessons learned, preview next session)

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Objectives

1

Define the Science of Reading (i.e., what it *is*, what it is *not*).

2

Identify myths or misconceptions about the Science of Reading.

3

Explain why these are misconceptions using your knowledge of the research.

4

Identify implications for practice.

10

When poll is active respond at [PollEv.com/elizabethsthe773](https://pollEv.com/elizabethsthe773)

1. The Science of Reading is about one specific program pedagogy (e.g., Structured Literacy).

0%

Agree

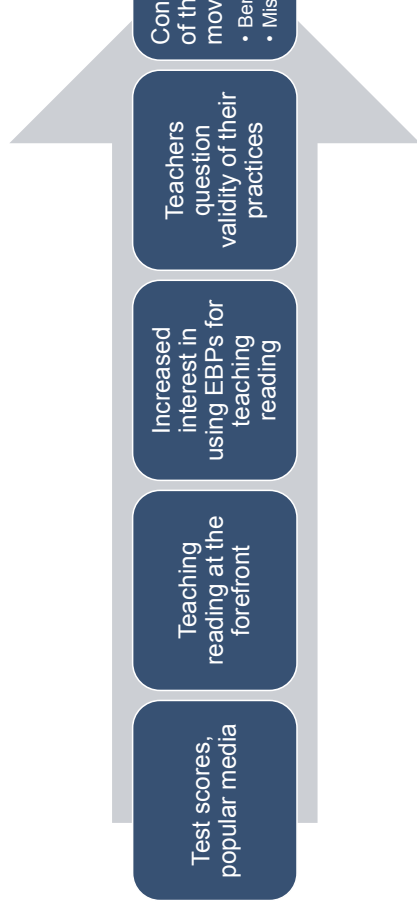
0%

Disagree

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15

The Science of Reading Movement



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Clarification 1: Does the SoR refer to a program or pedagogy?

Misconception: The SoR is a package or specific pedagogy.

- We are “doing the SoR”
- We are a “SoR district” or a “SoR school”
- The only effective programs are named “Structured Literacy” or “Multisensory”

Effective reading instruction is **based** on the SoR.

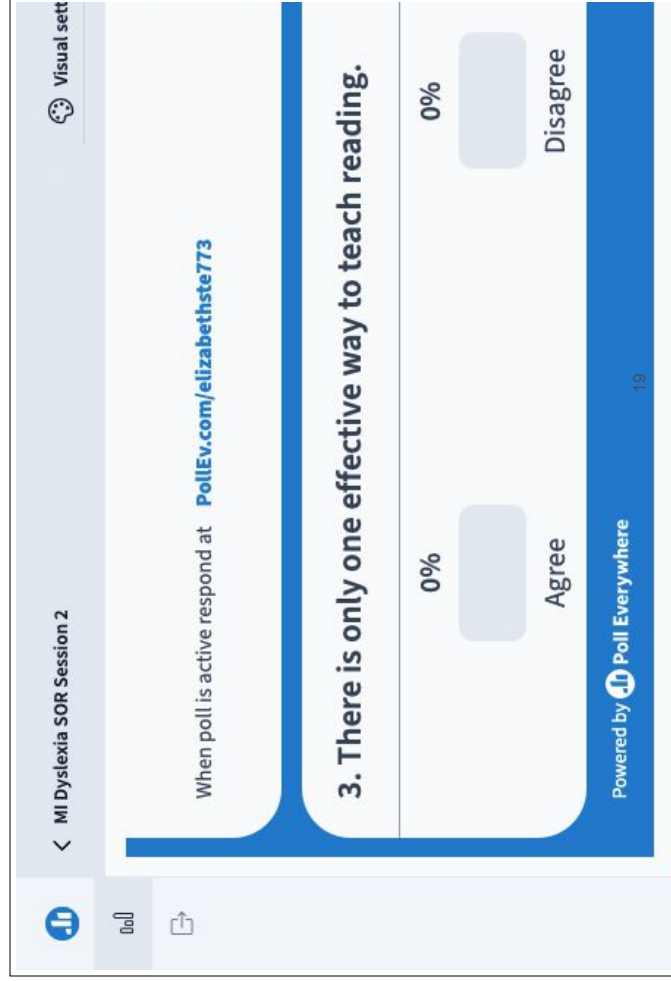
- Not a program or pedagogy that can be purchased or adopted
- Program alignment with SoR exists on a continuum

The SOR is not just a curriculum, but includes:

- A connection between PD and the curriculum.
- Screening and progress monitoring tools.
- Teacher knowledge and understanding about how skilled reading develops.
- Practices and strategies supported by evidence.

Benefits of the SoR





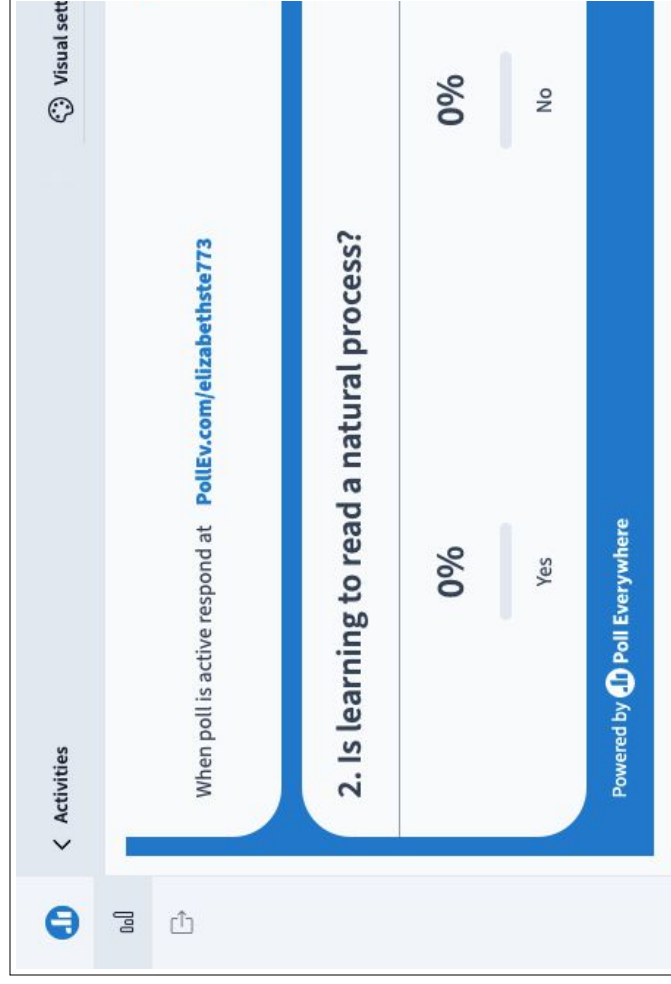
Clarification 3: Has the SoR established there is one effective way to teach reading?

Misconception: There is ONE way to effectively teach reading.

- If we don't teach in that prescribed manner, students won't learn to read.
- A specific "scope and sequence" must be used.

There are many effective ways to teach students to read.

- Most students do best with an **organized approach** to reading that includes
 - Alphabetic principle, reading words, learning word meanings, accessing complex texts
- **Differentiating instruction** for a range of learners is important
 - Using a set of practices and a strong curriculum will not automatically ensure all students learn to read



Clarification 2: Is learning to read a natural process?

Misconception: Learning to read is a natural process.

- If we expose students to a lot of books and read to them a lot, they will figure out how to read!

Learning language is a natural process, but learning to read is NOT a natural process.

- Learning to read does not occur by simply being exposed to it (i.e., Watching and/or listening to someone read)

Research shows most students learn best when:

- Provided explicit, systematic, cumulative instruction in the alphabetic code and taught how to apply to code to read words.
- Taught vocabulary and oral language skills are supported.
- Given many opportunities to read and understand complex text.
- Provided opportunities to practice with support and feedback from the teacher.

MI Dyslexia SOR Session 2
Visual sett

Join by Web
PollEv.com/elizabethsthe773

5. Pictures should not be used during reading instruction

0%

0%

Agree

Disagree

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23

Clarification 5: The Role of Pictures in Reading

Misconception: Pictures should never be used in reading instruction.

Referring to pictures to decode words is problematic.

- Effective reading instruction targets application of the alphabetic code to read word

Pictures can be used to promote engagement with the story.

Pictures can also be used to promote comprehension.

- Helps students visualize what's happening in the story
- Verify understanding
- Used to ask and answer questions, make inferences, prompt discussion, connect knowledge and feelings

(Vellutino & Scanlon, 2002; Scanlon & Vellutino, 1996, 1997; Vellutino et al., 2000)

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4. According to the Science of Reading, most reading instruction should focus on phonics (word reading).

0%

0%

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Clarification 4: Does the SoR say most of reading instruction should focus on phonics?

Misconception: Most reading instruction should be focused on phonics.

Reasons why phonics has been central to the SoR movement:

- There has been a longstanding debate over phonics (The Reading Wars).
- Many teachers - to no fault of their own - are unprepared to teach phonics.
- Phonics is often neglected in the "balanced" approach to literacy.

Decades of research shows phonics instructions is necessary for most children to learn to read. However,

- Phonics isn't the ONLY component of reading instruction (e.g., vocabulary, background knowledge).
- Phonics should not even be the majority of reading instruction.
- Curriculum developers may have overly weighted materials toward phonics.

Clarification 7: Does the SoR say decodable texts necessary part of instruction?

Misconception: Decodable texts are a necessary part of reading instruction.

What are "decodable" texts?

- A high proportion of words are phonetically regular and/or patterns students have learned.
- The assumption is that students should be able to read the words by sounding them (i.e., because they've learned the patterns).
- Provide a scaffold to make text accessible and give students an opportunity to practice patterns learned.

Clarification 6: What is the role of comprehension in t

Why is comprehension so rarely the focus of debate around the SoR?

There has been considerable disagreement about the inclusion of phonemic awareness and phonics in reading instruction.

- Practices that help students build foundational skills for word reading, phonemic awareness and phonics are what has been missing from effective reading instruction.

There is no argument about reading comprehension; comprehension is the outcome of reading.

Clarification 7 continued: Does the SoR say decodable texts are a necessary part of instruction?

What is the evidence on using decodable texts vs. authentic texts?

- There is little evidence using decodable text is superior to authentic text (Blevins, 2004; Price-Mohr & Price, 2019).

When should decodables be used?

- With beginning readers but their use should be faded
- Students should have practice with many text types
- Authentic texts expose students to increased vocabulary, syntax, and background knowledge

MI Dyslexia SoR Session 2

Visual settings

When poll is active respond at [PollEv.com/elizabethsthe773](https://poll Everywhere.com/elizabethsthe773)

7. Decodable texts are a necessary part of reading instruction.

0%

Agree

0%

Disagree

Powered by Poll Everywhere

26

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9. The Science of Reading benefits students who are lea English as a second language.

0% 0% Agree Disagree

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Clarification 9: Does the SoR generalize to students English learners (ELs)?

Misconception: Reading instruction aligned with the SoR does not benefit ELs.

The SoR extends to ELs and accelerates learning to read (Vargas et al., 2021).

- What is the same about reading for ELs and non-ELs?
- Models of reading (e.g., The Simple View of Reading: Gough & Tunmer, 1986)
- Skills that predict reading proficiency or risk
- Intervention effectiveness

Keep in mind, though, ELs need additional support in oral language.

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8. Leveled texts should not be used during reading instruction.

0% 0% Agree Disagree

Powered by Poll Everywhere 29

Clarification 8: Does the SoR say “leveled” texts should be used?

Misconception: Don't ever use “leveled” texts.

The problem was not the text themselves but how “levels” and leveled texts were used.

- Schools may throw out their leveled text sets to align their practices with SoR
- Waste of potentially valuable content for reading practice

Students should have practice reading a variety of text types across a range of levels

- Extensive practice opportunities
- Access to “stretch” texts

Home < MI Dyslexia SOR Session 2 Visual sett

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11. The Science of Reading is mostly about whole-class reading instruction.

0% 0% Agree Disagree

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Clarification 11: Is the SoR based solely on implementing whole-class instruction?

Is the SoR based solely on whole-class (core) instruction?

No; multiple group formats are associated with improved outcomes for readers.

- Whole group
- Pairs
- Fluency practice
- Small group
- Reteaching, preteaching, providing targeted, supported practice with specific feedback

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10. The 3-cueing system (meaning, structural, and visual cues) helps students learn to read words.

0% 0% Agree Disagree

Powered by Poll Everywhere 33

Clarification 10: Is the 3-cueing system helpful for ELs?

Is the three-cueing system helpful for ELs?

No; all students need to be able to read words.

- Three cueing is not an evidence-based way to teach ELs and non-ELs to read words

Clarification 12 continued: Does the SoR say phonemic awareness should be taught without print?

Why is PA important for beginning readers?

- Segmenting -> encoding
- Blending -> decoding

Good phonics instruction naturally integrates PA.

- K, 1st, and 2nd graders who received stand-alone, oral PA did not do better than students who did not receive it (Coyne et al., 2021; Little et al., 2024).

There is no evidence to suggest training in advanced, oral-only PA skills is necessary to improve reading performance (MacCandless et al., 2004)

- PA can be practiced while students read and spell words.

The screenshot shows a PollEv poll interface. At the top, it says "MI Dyslexia SOR Session 2" and "Visual sett". Below that, it says "When poll is active respond at PollEv.com/elizabethsthe773". The poll question is "Clarification 12 continued: Does the SoR say phonemic awareness should be taught without print?". There are four green boxes with text: "Why is PA important for beginning readers?", "Good phonics instruction naturally integrates PA.", "There is no evidence to suggest training in advanced, oral-only PA skills is necessary to improve reading performance (MacCandless et al., 2004)", and "PA can be practiced while students read and spell words.". The poll shows 0% for "Agree" and 0% for "Disagree". It is powered by Poll Everywhere and has 37 votes.

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When poll is active respond at PollEv.com/elizabethsthe773

13. According to the SoR, a "speech-to-print" approach better than a "print-to-speech" approach.

0%

Agree

0%

Disagree

Powered by Poll Everywhere

40

Clarification 12: Does the SoR say phonemic awareness should be taught without print?

Misconception: Phonemic awareness should be taught without print.

Misconception: Phonemic awareness should be taught in the upper elementary grades.

Misconception: Advanced phonemic awareness skills are necessary for learning to read.

- Adding, deleting, substituting phonemes

What does the research show about teaching PA?

- Reading outcomes are better when PA is taught with letters (NRP, 2000; Stelega et 2023).
- PA without letters is appropriate for students who haven't learned letter sounds (e.g PreK or early K).

The screenshot shows a PollEv poll interface. At the top, it says "MI Dyslexia SOR Session 2" and "Visual sett". Below that, it says "When poll is active respond at PollEv.com/elizabethsthe773". The poll question is "12. Phonemic awareness should be taught without print (i.e., with one's eyes closed)". There are two blue boxes with text: "0% Agree" and "0% Disagree". It is powered by Poll Everywhere and has 37 votes.

Clarification 14: Does the SoR deem it necessary for to learn spelling and syllable division rules?

Misconception: The SoR shows that students must learn syllable division rules.

What does the research show about teaching syllable division rules?

- Not established these rules are necessary for learning to read well
- Approaches developed before a lot of the reading research occurred

Concerns with syllable division rules:

- English orthography is opaque
- Rules are inconsistent (Johnston, 2002; Kearns, 2020)

Clarification 13: According to the SoR, is a “speech-to-print” approach superior to a “print-to-speech” approach?

Misconception: Students should be taught using a “speech-to-print approach.”

What is a “print-to-speech” approach?

- Teach grapheme -> sound

What is a “speech-to-print” approach?

- Teach sound -> graphemes
- “Sound walls”
- Extensive practice in spelling

What does the research say about these two approaches?

- No studies have been done comparing these two approaches

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What does the research say about these two approaches?

- No studies have been done comparing these two approaches

15. According to SoR, reading nonsense words is a key part of phonics instruction.

0%

Agree

0%

Disagree

Powered by  Poll Everywhere

44

14. Students should learn spelling rules and syllable division patterns.

0%

Agree

0%

Disagree

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42

Clarification 16: Is the SoR about teaching "The Big

Misconception: The NRP (2000) identified the Big Five (PA, phonics, fluency, vocabulary, & reading comprehension).

The NRP did not identify "The Big Five."

• The "Big Five" message occurred as part of interpretation of the panel's findings.

What's problematic about "The Big Five?"

- States, districts, and schools interpret this as a framework for reading instruction
- Promotes teaching as isolated components
- Neglects spelling, writing, and BK
- Contributed to the notion PA should be taught separately from phonics
- "Sound walls"
- Extensive practice in spelling

Clarification 15: Does the SoR say that reading nor words is a key part of phonics instructions?

Misconception: Students should practice reading nonsense words.

What does the research show about having students practice reading pseudowords?

- Important for **assessing** word reading
- No studies documenting extensive practice in pseudoword reading is beneficial
- Some interventions that greatly improved students' pseudoword reading did not trail to improved reading of real words and connected text (Flynn et al., 2012; Scammacca et al., 2007; Stevens et al., 2021; Torgesen, 2006; Wanzek & Vaughn, 2007)

Reading real words is the goal; have students practice with real words.

Implications for practice

Teach on EBP's (not programs or buzz phrases)

The SoR is more than a curriculum

- Screening
- Progress monitoring
- Teacher knowledge about reading development
- PD

Provide systematic, instruction in v and sp

- Teach PA with
- Use real word practice

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16. According to National Reading Panel (2000), the SoR refers to teaching the "Big Five" (i.e., phonemic awareness, phonics, vocabulary, fluency, comprehension).

0%

Ασραα

0%

Νισααααα

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Agenda

10:00-10:10 Welcome and check-in on Session 1

10:10-10:50 Content presentation

10:50-11:05 Application activity 

11:05-11:15 Debrief application activity as a whole group

11:15-11:30 Wrap up

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Implications for practice

Teach vocabulary and support students' oral language development

Provide multiple opportunities for students to read a variety of texts

Differentiate

- A "one-size-fits-all" approach will not work for all students
- Customization

- Decodable
- Authentic
- Stretch

Reminder: Our Breakout Room Norms

- Identify the **facilitator** who will lead discussion and keep the group moving forward
- Identify a **notetaker** who will document key ideas and share those with the larger group (in the chat or aloud)
- Identify a **timekeeper** who will keep track of time and support with making sure the group answers all questions



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Implications for practice

Don't be afraid to use pictures to support reading comprehension

Practices that work for non-ELs also work for ELs

Use flexible groupings based on the instructional objective and students' needs

- One-on-one
- Small group
- Whole group

Think

- Integrate across content
- Don't write

In your breakout rooms...



Let's debrief!

What questions do you have for us related to.

- Lessons learned from today
- Action steps

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Share 2 things you learned today that are relevant to your teaching and/or coaching role.

Can you identify misconceptions weren't presented

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Understandings and Misunderstandings About Dyslexia: Introduction to the Special Issue

Nathan H. Clemens

Sharon Vaughn

Department of Special Education and Educational Risk, The University of Texas at Austin, Austin, Texas, USA

ABSTRACT

The purpose of this special issue was to provide a forum for contemporary research and thoughtful discourse about dyslexia. Scholars from several disciplines contributed articles that advance our understanding of dyslexia and its implications for instruction and intervention and educators' perspectives. In this article, we introduce the special issue, discuss current evidence and highlight persistent misunderstandings associated with dyslexia.

Over the past decade, and certainly within the last 5 years, there has been a growing emphasis on identifying and improving outcomes for individuals with dyslexia world-wide (Mather et al., 2020). In the United States, more than 42 states now have dyslexia-specific laws or policies in place and most of the remaining states have dyslexia-related laws in development. These laws vary in their scope but often include the following: (a) requirements for early screening for young students with reading difficulties, (b) requirements for teacher education and teacher preparation programs for future teachers related to knowledge and skills for teaching individuals with dyslexia, (c) describing schools' obligations to provide evidence-based interventions for students with dyslexia, or (d) guidelines for professional development for current teachers related to dyslexia.

The surge of attention toward dyslexia is not the result of recent

Misunderstandings About Dyslexia

by Sharon Vaughn

The science of reading movement has invigorated educators' into practices for teaching reading (www.thelearningleague.org/what). Spurred by dissatisfaction with stagnant test scores and provocative media, the science of reading movement has led many teachers to practices and seek evidence-based programs. As important as it is to effective instructional practices, it is just as important to recognize a about the science of reading. The science of reading has become a and adoption school instructional guidelines, and educators' profiles and changes directly influence curriculum publishers who to keep and be included in state-approved curriculum lists, revise their program market wants.

Misconceptions about which practices are and the following list are not evidence-based can result in programs and practices without research support being mandated or confined into curricula and options can lead to the unnecessary abandonment of practices or materials that are incorrectly perceived as being inconsistent with the science of reading. Ultimately, these misunderstandings can negatively impact students, educators, and families. As reading researchers, we are concerned that these misunderstandings are being perpetuated and that they are hindering progress in the future. Why should educators continue to trust scientific findings if previous ones were interpreted carelessly? Why should educators trust future pushes to implement "scientific findings from education research" when there

1. Does the science of reading movement have a program or specific research agenda? The science of reading movement has led many teachers to practices and seek evidence-based programs. As important as it is to effective instructional practices, it is just as important to recognize a about the science of reading. The science of reading has become a and adoption school instructional guidelines, and educators' profiles and changes directly influence curriculum publishers who to keep and be included in state-approved curriculum lists, revise their program market wants.

What's coming up?

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April 20, 2026	11:00am-12:30pm ET	Deliberate Practice and Feedback: The Sauce

More Resources to Explore Dyslexia Knowledge Measure

Understandings and Misunderstandings About Dyslexia: Introduction to the Special Issue (Clemens & Vaughn) <https://doi.org/10.1002/reading.research.quarterly>

Misunderstandings of the Science of Reading (Vaughn & Clemens) (2024)

The Reading League Journal

Measure Overview

Dyslexia Knowledge Measure

Please read the following statements about dyslexia carefully. Mark one of the four choices #1 and four choices #2 that best represent your opinion.

Item	Disagree	Neutral	Agree	Strongly Agree
1. Dyslexia is mostly genetic.	☐	☐	☐	☐
2. Poor spelling is not a symptom of dyslexia.	☐	☐	☐	☐
3. Most individuals with dyslexia are naturally left-handed.	☐	☐	☐	☐
4. Many individuals with dyslexia are naturally left-handed.	☐	☐	☐	☐
5. Individuals with dyslexia and autism primarily in reading comprehension struggles.	☐	☐	☐	☐
6. Dyslexia can contribute to low self-esteem.	☐	☐	☐	☐
7. Dyslexia is a learning disability.	☐	☐	☐	☐
8. Dyslexia is a brain-based condition.	☐	☐	☐	☐
9. Dyslexia is a brain-based condition.	☐	☐	☐	☐
10. Most individuals with dyslexia are left-handed.	☐	☐	☐	☐
11. Dyslexia is hereditary.	☐	☐	☐	☐
12. Dyslexia is a brain-based condition.	☐	☐	☐	☐
13. Less than 1% of the population has dyslexia.	☐	☐	☐	☐
14. Dyslexia is a brain-based condition.	☐	☐	☐	☐
15. Dyslexia is a brain-based condition.	☐	☐	☐	☐
16. Dyslexia is a brain-based condition.	☐	☐	☐	☐
17. Individuals with dyslexia learn to read more quickly than individuals without dyslexia.	☐	☐	☐	☐
18. Individuals with dyslexia learn to read more quickly than individuals without dyslexia.	☐	☐	☐	☐
19. Cultural biases or stereotypes help improve reading in individuals with dyslexia and that they are not dyslexic.	☐	☐	☐	☐
20. Cultural biases or stereotypes help improve reading in individuals with dyslexia and that they are not dyslexic.	☐	☐	☐	☐
21. Individuals with dyslexia should be taught how to read using a systematic and explicit phonics approach.	☐	☐	☐	☐

Adapted from White et al. (2020). The Knowledge and Attitudes of Dyslexia Survey.

Four Knowledge Strands of Dyslexia

- Origins
- Characteristics
- Prevalence
- Instruction and Treatment

4-point Likert-scale

Definitely True ☐ Possibly True ☐ Possibly False ☐ Definitely False ☐

Sharon & Liz's Office Hours!

Questions for us? Want to chat further? Send us an email!



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Liz Stevens
lizstevens@ku.edu

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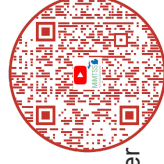


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